

# Washington College

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FRED W. DUMSCHOTT











# Washington College

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GEORGE WASHINGTON STATUE

# Washington College

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FRED W. DUMSCHOTT

CHESTERTOWN, MARYLAND

1980

*Greetings and Best Wishes  
Fred W. Dumschott*

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Frontispiece: Statue of George Washington.  
Lee Lawrie, sculptor.  
Clifton M. Miller Library in the distance.

Cover impression: The Washington Elm

*To my wife, Miriam*





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## P R E F A C E

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Until now there has been no history of Washington College from its founding in 1782 to the present. A few brief accounts, which treat specific periods of time in the total experience of the college, have appeared. As a member of the administrative staff, I had prepared a study of the physical development of Washington College. Following my retirement, I decided to broaden the earlier study by embracing the total activity of the college. As I continued to develop the project, it occurred to me that friends and members of the Washington College family might be interested in learning more about this small college on the Eastern Shore of Maryland. The more I thought about this, the more convinced I became that I should write a history of Washington College.

In addition to the usual records stored in the college files, I was privileged to have access to data gathered by persons who had planned to write a history of the college, but who, for one reason or another, never realized that goal. Other individuals, because of their interest in the college, had engaged in the search for information concerning its early years. The results of their efforts were filed in the college library.

President Gilbert W. Mead was extremely interested in recovering facts relating to the college. He corresponded extensively, exploring possible sources of information to supplement the limited material on hand. Mrs. Frederica Strong Albee, a graduate of the Normal Department, who was not interested in writing an account herself, spent many hours in Baltimore, Annapolis, and Washington browsing through old newspapers, documents, and other sources in her search for items of interest relating to the college. Dr. J. S. William Jones, a graduate of the class of 1889 and a secretary of the Alumni Association, had planned to write a history of his alma mater. In addition to his own research for this project, he appealed to other interested alumni to devote a portion of their leisure time to uncovering data relating to the college.

## PREFACE

This interest in research began in the 1930s. Prior to this time college officials had been busy attempting to recover student records lost during the fire of 1916. In the course of that fire many valuable historical records were lost. Because of the interest of Dr. Jones and Dr. Mead in recovering and restoring an account of the college, activity in the form of a search for material was generated.

The information gathered by the various individuals was placed in the college library, where, unfortunately, there was insufficient space to file it systematically. In 1952 the Board of Visitors and Governors of Washington College approved a recommendation authorizing the president to select a person to write a history of the college, appropriating funds for that purpose extending over the years 1952–55. Dr. Charles B. Clark, chairman of the Department of History and Political Science and a graduate of the class of 1933, was selected to undertake the project. In addition to his research, he organized the material previously collected. It was then filed in a room set aside for the college archives. Before he completed his assignment, Dr. Clark was offered a position elsewhere, and he accepted.

I would be remiss if I did not express my debt of gratitude to all those individuals who contributed to the store of information that is presently available in the college archives. My work would have been far more difficult had it not been for the efforts of the late Dr. Gilbert W. Mead, Mrs. Frederica Strong Albce, Dr. J. S. William Jones, and Dr. Esther M. Dole. The contributions of Dr. Charles B. Clark have been extremely helpful. Special thanks to Mrs. Marshall Turner, who typed the manuscript, and to George Hayward, for his assistance and encouragement.

The *Kent News*, whose publications since 1844 are bound and filed in the Kent County News Office, kindly allowed me to use those volumes in my search for additional college happenings. I thank the publishers for their many courtesies. I was also fortunate to receive advice and assistance from Dr. Phillip J. Wingate, Professor Robert H. Roy, and Dean Garry E. Clarke, all of whom made valuable suggestions.

For me, preparing this history has been a labor of love. Chestertown has been my home and Washington College my life for a very long time, and I am thankful for both the place in which I have lived and the college it has been my privilege to serve. No doubt, I have committed sins of omission and commission; if so, the faults are mine, but I plead that they have been unintentional.

# Washington College

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## Kent County Free School

In a message to the Provincial Assembly in September, 1664, Francis Nicholson, governor of Maryland, recommended “that a way be found out for the building of a free Schoole for the Province and a Maintenance for a Schoole Master an Usher and a Writing Master that can cast acct’s.”<sup>1</sup> As an inducement to the assembly he pledged personally to donate £50 toward the building of the school, as well as £25 annually toward the maintenance of a master, as long as he should continue as governor of the province. Thomas Lawrence, secretary of the province, expressed his willingness to contribute £5,000 worth of tobacco toward the erection of the school and £2,000 worth of tobacco toward the maintenance of a master as long as he should continue as secretary. The assembly responded by pledging its support of the recommendation and announced that individual members of the assembly would donate a sum totaling £45,000 worth of tobacco. In the course of the discussion on the proposal, it was suggested that two schools be established, one to be situated on the Western Shore at Severne and one on the Eastern Shore at Oxford.

On July 6, 1696,<sup>2</sup> legislation was enacted authorizing the establishment of schools under the direction of a council of trustees, who were authorized to receive gifts, pensions, donations, or other income from manors, land tenements, or other estates. King William’s School in Annapolis, established in 1696, was the first school to be found under this legislation. A second school was also authorized, to be established in Oxford, Talbot County, or “in such other place in the same county as to the said Rector,

1. William Hand Brown et al., eds., *Archives of Maryland*, 72 vols. (Baltimore, 1883–), vol. 19, *Proceedings and Acts of the Assembly of Maryland, 1693–1697*, p. 36.

2. *Ibid.*, pp. 420 ff.



Governor and Visitors aforesaid seem most expedient," when the sum of £120 a year had been raised for support of the school. The second school was not established at this time.

No further legislation was passed with reference to schools until September 2, 1723, at which time the Governor's Council sent the following message to the lower house:

The Establishment of Free Schools in the Several counties of this Province upon a good foundation being a matter of the greatest Consequence to the Country and having been for want of time referred from the last Session of the Assembly; we recommend the immediate Consideration of that matter to your House, and we are ready to concur with you in such measures as shall be thought useful thereto.<sup>3</sup>

A bill for the establishment of a school in each county was introduced in the lower house on October 5, 1723. The bill, as finally passed, proposed that schools be erected at the most "convenient place, near the center of the county, as may be most convenient for the boarding of children at the discretion of the Visitors, or a major part of them."

Funds for the support of the schools were to be derived from a tax levied on certain commodities imported into or exported out of the province, and certain fines were to be allocated to this purpose. These revenues, in addition to the tuition the masters were authorized to assess students, were considered sufficient to enable the visitors to employ competent masters as well as to build up respectable schools. Seven visitors were appointed in each county to administer the affairs of the school in their respective counties. The seven men appointed Visitors of the Kent County School were the Reverend Richard Sewell, the Reverend Alexander Williamson, James Harris, Esquire, Colonel Edward Scot, Mr. Gideon Pearce, Mr. Lambert Wickes, and Mr. James Smith.

The visitors were authorized to purchase 100 acres of land for the use of the school. One portion of this land was to be cleared for the school buildings, a second for the cultivation of corn, grain, and pasturage, and for no other purpose; and the third portion was to be maintained in woodland to provide firewood and lumber for the repair of houses and fences. Under no circumstances would the master, or any other person, be permitted to raise tobacco on any portion of the land acquired for the school.

The visitors were instructed to adopt measures that would attract good scholars who were members of the Church of England and persons of exemplary lives and conversation. The school masters were to be capable of teaching grammar, good writing, and mathematics, if such could be

3. *Ibid.*, vol. 34, *Proceedings and Acts of the General Assembly, 1720-1723*, p. 146.

conveniently found. Each master was to receive annually a stipend of twenty pounds sterling and to be permitted use of the plantation during his tenure. Although the arrangements appeared sufficiently favorable to attract capable teachers, the scarcity of teachers that prevailed at the time caused problems for some of the counties.

The Visitors of the Kent County School purchased 100 acres of land from Simon Wilmer in 1728 at a cost of fifty pounds current money.<sup>4</sup> It may be assumed that instruction in the school began a year or two later, but there is no record indicating the precise date for such beginning. One account reports that Charles Peale, father of Charles Wilson Peale, the noted artist, was master of the Kent County School from 1742 to 1750. The school was vacant in 1766, but by 1770 it was sufficiently prosperous to engage an assistant to the master. In 1779 the Maryland General Assembly was called upon to appoint several new visitors to replace individuals who had neglected to take the necessary oath of allegiance as required under the recently adopted constitution of Maryland. When the Reverend Dr. William Smith, former provost of the College of Philadelphia, arrived in Chestertown<sup>5</sup> in 1780, the Kent County School appeared to be in a prosperous state.

### William Smith

William Smith was born in Aberdeen, Scotland, in 1727. He attended King's College of the University of Aberdeen from 1743 to 1747. Following the completion of his formal education, he served as a schoolmaster, a commissioner of schoolmasters, and a clerk for the Society for the Propagation of the Gospel. Later he agreed to tutor the two sons of Colonel Josiah Martin, and he accompanied the youths to America, where they arrived, in New York City, in 1751. For the next two years he resided at Colonel Martin's home on Long Island.

Prior to Smith's arrival in New York, the subject of establishing a seminary of learning in that city had been under discussion for several years. General consensus seemed favorable to such a move, but differences of opinion concerning the composition of the Board of Trustees and the nature of the program to be offered presented obstacles to progress. Finally, in 1751, the New York State Legislature appointed trustees for the pro-

4. Kent County Land Records, J.S.W. 9, folio 267.

5. The town laid out by act of 1706 was called New Town; in 1780 the charter was revised and the town was renamed Chester Town. During the course of years the two words were joined together to form the present-day Chestertown.

posed seminary. Two years later the trustees issued a general appeal requesting suggestions relating to the curriculum for the new seminary. In response to the appeal, William Smith submitted his "General Idea of the College of Mirania," a proposal he hoped might become the blueprint for the new institution. His proposal brought him to the attention of the leaders of the city, but it failed to impress the trustees.

A copy of the "College of Mirania" was sent to Benjamin Franklin in Philadelphia, who, with several trustees of the Academy of Philadelphia, was interested in the possibility of expanding the program of that institution. Shortly after receiving the "College of Mirania" Franklin invited Smith to visit Philadelphia to meet with several of the trustees of the academy. Smith spent some time in that city surveying the facilities and discussing the details of an expanded program for the academy. During that visit, Smith probably gained the impression that, should the program of the academy be expanded, he would be invited to direct that program.

### The Academy of Philadelphia

Following his visit to Philadelphia, Smith sailed for England, arriving there in July, 1753. During this visit he was ordained a priest in the Anglican Church. He also renewed old acquaintances and made new friends, among them Thomas Penn, one of the proprietors of Pennsylvania, whose support Smith sought, and received, for expanding the academy's program. In May, 1754, he returned to Philadelphia to assume his duties at the academy. Later that year he and Francis Alison, rector of the academy, recommended to the trustees that they petition the Pennsylvania legislature to enact legislation authorizing the academy to grant degrees. In 1755 the legislature responded, granting a charter creating the "Trustees of the College, Academy and Charitable School of Philadelphia." The trustees appointed Smith provost and Francis Alison vice provost. The curriculum adopted for the new college conformed very closely with the program outlined in Smith's "College of Mirania." Unlike most earlier curricula, where emphasis was placed upon classical languages and other studies required for the training of clergymen, Smith's curriculum was directed to the preparation of students to be good men and good citizens.

As provost, Smith made several trips to England, mainly to seek financial assistance for the college. During one of these visits, the University of



PORTRAIT OF WILLIAM SMITH, D.D., FOUNDER OF WASHINGTON COLLEGE

Aberdeen conferred upon him the honorary degree of Doctor of Divinity. He received similar honors at the universities of Oxford and Dublin.

Considered one of the outstanding educators in the colonies, Smith was nevertheless subjected to criticism and, at times, hostility. Very early in his stay in Philadelphia, the German settlers expressed their displeasure with him, charging that he wished to abolish the German schools. He was accused by others of using his influence to Anglicize the college. In the disputes between the proprietors and the colonists, Smith usually supported the proprietors, thereby increasing public animosity toward him. When the colonies began to talk of independence, Smith urged a policy of moderation, which led his enemies to accuse him of being a loyalist.

During the British occupation of Philadelphia, the college was closed. When the British evacuated the city in 1779, the Pennsylvania legislature appointed a committee to examine the situation. The majority of the committee charged the corporation with hostility toward the government and constitution of the state and with violating the original principles of the institution, which required that all denominations be accorded equal privileges. On November 27, 1779, the legislature voided the charter of

the college, creating in its stead a new corporation, the Trustees of the University of the State of Pennsylvania. It was generally believed that the sole purpose of this action was to remove Smith as provost.

### Smith Moves to Chestertown

Early in 1780 Smith moved his family to Chestertown in Kent County, Maryland, where he planned to establish a village school or academy. Chestertown, county seat of Kent County is situated on the Eastern Shore of Maryland, a portion of the peninsula called Delmarva. The town stands on a slight rise on the north bank of the Chester River, one of the main estuaries of the Chesapeake Bay.

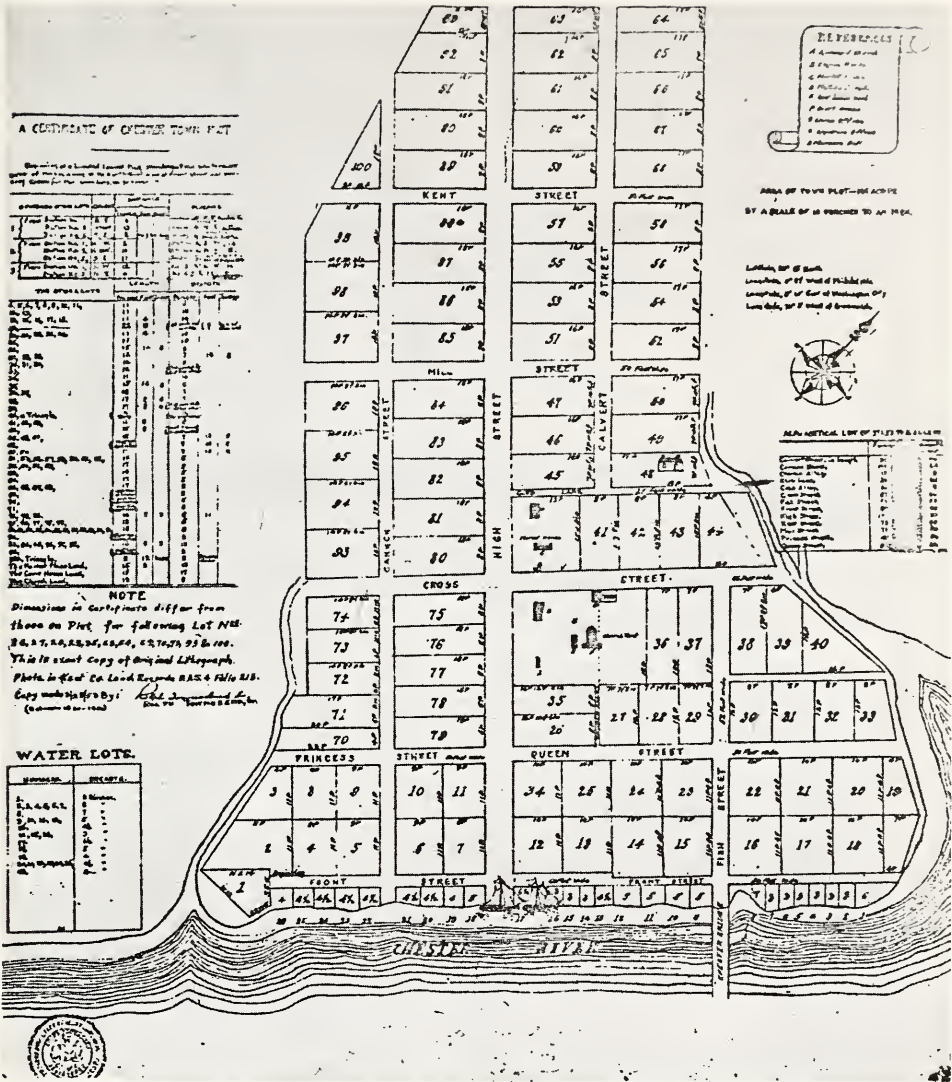
The town was established following the enactment of a bill by the Provincial Assembly in 1706 for the "Advancement of Trade and the Erection of Ports and Towns in the Province of Maryland."<sup>6</sup> The measure authorized the commission for the establishment of towns in Kent County to purchase 100 acres of land on the Chester River from Thomas Joce and to establish a town thereon. For some reason that purchase was not made. Instead, 100 acres, eight miles north of Joce's plantation, was purchased from Simon Wilmer. The next year, on April 15, 1707, the assembly passed a supplemental act approving the purchase of the Wilmer site and directed the commission to proceed with the establishment of the port and town with a courthouse. The act also provided that the towns, rivers, creeks, and coves in Cecil, Kent, and Queen Anne counties, except Kent Island, be considered as members of the port of Chester on the Chester River. Enacted under a royal governor, the legislation required the approval of the reigning monarchs to be effective. When it was learned that the monarchs disallowed the action of the Provincial Assembly, interest in the purchase of lots in the town was dampened. Later, when the province was restored to the authority of Lord Baltimore, legislation was enacted (in 1715) validating purchases made under the disallowed acts. The proprietor approved the action of the assembly, thereby improving prospects for growth of the port and the town.

When a resurvey was made of the town, in 1730, the area along the river front was divided into lots, in order to encourage the owners to construct wharves for the convenience of vessels entering the port of

6. *Archives of Maryland*, vol. 26, *Proceedings and Acts of the General Assembly*, 1704-1706, p. 636.



## KENT COUNTY FREE SCHOOL



ORIGINAL PLAT OF NEWTOWN, c. 1707,  
LATER NAMED CHESTER TOWN

Chester. In time the port of Chester became one of the important ports of entry in Maryland. As trade increased, the activities of the port induced more and more people to settle in town. By 1752 the people of Chester-town could boast of having the Kent County School, a town hall, and a

convenient theater, and they claimed to be inferior to no provincial town on the continent in intellectual, cultural, or commercial importance.<sup>7</sup> In the winter of 1757, British troops were quartered in Chestertown with orders to embark for Philadelphia in the event of a threatened attack upon that town by the French and Indians. In 1774, in response to the passage of the Boston Port Bill by the British Parliament, the counties of Maryland, in separate meetings, denounced the action of Parliament as an invasion of American liberties. At the meeting in the courthouse in Chestertown on June 2, 1774, subscriptions for the relief of the poor in Boston were solicited. Later the committee for the town of Boston, in acknowledging the action of the Kent County Committee, wrote: "We cannot but gratefully receive the generous and tender concern of our distant brethren for the distresses of the town of Boston, and esteem ourselves particularly obliged to the benevolent town of Chester, for their interposition and tenders of benevolence, toward the afflicted poor of this devoted metropolis."<sup>8</sup>

7. *Maryland Directory, 1880* (Baltimore: J. F. Lewis & Co., 1878—), p. 293.

8. J. Thomas Scharf, *History of Maryland* (Baltimore: John B. Piet, 1879), 2:156.

## Beginnings: The William Smith Era

Very soon after William Smith arrived in Chestertown, he was invited to the rectorship of Chester Parish, for which he was to receive 600 bushels of wheat per annum.<sup>1</sup> In return, he agreed to officiate for one year at the parish church at I.U. every other Sunday and at the chapel in Chestertown every other Sunday afternoon. His first sermon was delivered in Chestertown, on July 4, 1780.

Later the Visitors of the Kent County School invited him to assume the duties as master of the school. The school prospered under his direction, and by 1782 it was reported that 142 students were in attendance, among them several young men who would complete the work offered at the school by the end of the term. Should these young men wish to continue their education they would be required to travel to a neighboring state<sup>2</sup> or undertake a hazardous voyage to Europe. Smith was convinced that, with additions to the curriculum and teaching staff, the Kent County School could offer a program on the collegiate level to meet the needs of these young men. He convinced the visitors of the school and encouraged them to petition the Maryland General Assembly, requesting that a corporate charter be granted to the Kent County School. The petition stated that

That sundry of the students are preparing and desirous to enter upon a course of philosophy, and must repair to some other state, at a very grievous and inconvenient expense, to finish their education, unless they, the said Visitors,

1. One hundred twenty-two persons agreed to contribute toward the payment of Dr. Smith's salary. Records of the Vestry of Chester Parish, Kent County, Md., unpublished.
2. At the time the following colleges were available: Harvard, 1636; William and Mary, 1693; Yale, 1701; Princeton, 1746; King's College, 1754; University of Pennsylvania, 1755; Brown, 1764; Dartmouth, 1769.

are enabled to enlarge the plan of the said school, by engrafting thereon a system of liberal education in the arts and sciences, and providing necessary books and apparatus, with an additional number of masters and professors; and the Visitors have further expressed their assurance, that if they are made capable in a law of erecting the said school into a college or general seminary of learning for the eastern shore, or peninsula between the bays of Chesapeake and Delaware (maintaining the original design of said school as a foundation not to be violated) very considerable sums could be raised in a few years within the said peninsula, by free voluntary contributions, for the establishment and support of such seminary and have accordingly prayed, that a law may be passed to enable them, the said Visitors, to enlarge and improve said school into a college or place of universal learning with the usual privileges. . . .<sup>3</sup>

### The Charter

On May 24, 1782, the bill granting the charter was enacted. Article III of that bill provided:

1. that ten additional visitors be added to the seven existing visitors of the Kent County School;
2. that the seventeen visitors as a body notify the General Assembly in writing of their willingness to assume responsibility for the operation of the college;
3. that an estate of £5,000 be put in their hands, to be applied to the founding, endowing, and supporting of the college;
4. that an instrument in writing be forwarded to the General Assembly within a period of five years stating that the £5,000 was in hand or so secured that they would answer for the total;
5. that the seventeen visitors and governors and such other seven persons that might be elected to constitute the number twenty-four should be declared a corporation and body politic to have continuance in perpetuity by the name of the Visitors and Governors of Washington College in the State of Maryland in honorable and perpetual memory of his EXCELLENCY GENERAL WASHINGTON the illustrious and virtuous commander-in-chief of the armies of the U.S.; and
6. that seventeen visitors should be residents of the Eastern Shore of Maryland, but the seven additional visitors might be chosen from this or any part of the adjacent states, to make up and perpetuate the number twenty-four.

3. *Acts of the General Assembly of Maryland, 1782* (Annapolis), chap. 8, Preamble.

Smith, in a letter to General Washington, informed him of the action taken by the Maryland General Assembly. From Newburg, New York, where the American army was quartered at the time, Washington, on August 18, 1782, wrote:

I have the honor to receive your favor of the 8th ult. by Colonel Tilghman, who arrived here about ten days ago, and to whom I have committed the charge of forwarding this answer. To the gentlemen who moved the matter, and to the Assembly for adopting it, I am much indebted for the honor conferred on me, by giving my name to the College at Chester. At the same time I acknowledge the honor, I feel a grateful sensibility for the manner of bestowing it; which, as it will remain a monument of their esteem, cannot but be exceeded by the flattering assurance of the lasting and extensive usefulness of the seminary.

The charter having been granted, the Visitors of the Kent County School were faced with the responsibility of securing the necessary subscriptions to effect the purpose for which the charter had been granted. Considering the state of affairs in the country at this time, the prospects for success were not very encouraging. The long struggle with England had completely exhausted the economy of the states. The British capitulation at Yorktown in October, 1781, had ended all military activities, but the final peace was not achieved until the Treaty of Paris in 1783. The Articles of Confederation, adopted on March 1, 1781, delegated only limited authority to the Congress. The rivalry that developed between the states was cause for much concern among the leaders of the Continental Congress. The lack of specie as a circulating medium led many of the states to resort to barter; Maryland officials in 1781 estimated that the amount of specie in circulation within the state did not exceed £100,000, making it almost impossible to collect, by taxation, sufficient funds to meet the needs of the government. In December 1784, a committee of the House of Delegates reported "that the great fluctuation, and inequality in the valuation, from 1778 to 1782, inclusive, of the property of the State, especially land, rendered it impossible for the legislature to ascertain the sum that any tax would produce."<sup>4</sup>

In the face of these uncertainties, the visitors delegated Smith to undertake the task of securing the necessary subscriptions. This task was not unfamiliar to him, for as provost at the College of Philadelphia he had from time to time been called upon to solicit funds for that institution. Willingly accepting the assignment, Smith traveled on horseback to every

4. Scharf, *History of Maryland*, 2:476.



Head L. M. Newburgh 18<sup>th</sup> May 82

Rec'd



I have had the honor to receive your favor of the 8<sup>th</sup> ult. by Col. Topham, who arrived here about six days ago, & to whom I <sup>have</sup> committed the charge of forwarding this answer. —

To the Gentlemen who moved the  
matter, & to the assembly for adopting it,  
I am much indebted for the honor con-  
ferred on me, by giving my name to  
the appeal at Chester. — at the same  
time that I acknowledge <sup>the honor</sup> I feel a great  
obligation for the manner <sup>of doing</sup>  
which, as it will remain a monument  
of their esteem, & carries but minor a  
~~baggage~~ deep impression on my mind.  
~~and which~~ only to be increased by the  
flattering assurance of <sup>the lasting and</sup> ~~its~~ extent, we  
ascribe to the Seminary.

Of the trifling sum of Fifty  
Guineas will be considered as a con-  
fident of my wishes for the prosperity of  
this Seminary, I shall accordingly pay  
<sup>it</sup> to the order of the <sup>treasurer</sup> ~~University~~ <sup>of the College</sup>  
to stand in any other point of  
view, nor would I wish it to do so. — With  
quick pleasure I should have seen the  
~~name~~ <sup>enrolled</sup> my name among the <sup>professors</sup> visitors and  
benefactors of this College, but convin-  
ced as I am, that it never will be in  
my power to give the attendance which  
by Law is required, my name could

GEORGE WASHINGTON'S LETTER TO WILLIAM SMITH FROM NEWBURGH, N.Y.,  
May 18, 1782. COURTESY, LIBRARY OF CONGRESS



county on the Eastern Shore of Maryland, Delaware, and portions of Virginia. He called upon prominent citizens, many of whom had attended the College of Philadelphia during the period of Smith's years as provost of that institution. Within a period of six months he had secured the signatures of 294 subscribers, whose total contributions exceeded the sum specified by the General Assembly. On November 26, 1782, the visitors and governors<sup>5</sup> were pleased to address the General Assembly, declaring that "a sum of money exceeding 5,000 pounds (exclusive of the estate of Kent County School) and amounting to 5,992 pounds fourteen shillings and six pence is subscribed toward the said college."

The next day the General Assembly resolved that "the declaration of trust by the Visitors and Governors of the said College, is acceptable pledge and assurance that they will continue to exert their zeal and abilities in carrying on and completing the establishment of a seminary so successfully begun, and which promises to be a public utility to the present and future generations."<sup>6</sup>

Under the terms of the charter the visitors and governors were authorized to receive gifts and grants from any person or persons, bodies politic and corporate, who were capable in law of making such donations.<sup>7</sup> They were authorized to use such funds for the erection and maintenance of a college for the instruction, improvement, and education of the youth. The students were to be taught the vernacular and the learned languages, as well as such literature, arts, and sciences as the masters deemed advisable for training good, useful, and accomplished men for the service of their country in church and state. Students of all religious denominations and persuasions were to be freely and liberally admitted to equal privileges and advantages of education as well as to all literary honors of the college according to their merit and the standing rules of the institution. Students were not to be subjected to any religious or civil test other than such oath of fidelity to the state as the laws of Maryland prescribed.

### Curriculum

The curriculum introduced at this time was substantially that adopted by the College of Philadelphia when Smith first became provost there.

5. The charter refers to the trustees as the Visitors and Governors of Washington College in the State of Maryland as contrasted with the previous Visitors of the Kent County School.

6. William Smith, *An Account of Washington College in the State of Maryland* (Philadelphia, 1784), p. 22.

7. Article IV.



*A LIST of the SUBSCRIPTIONS in the  
different Counties on the EASTERN SHORE,  
for founding, endowing and supporting  
WASHINGTON-COLLEGE, in  
the State of MARYLAND, as delivered to the  
General Assembly, November 26th, 1782,  
agreeably to the Charter or Incorporating  
Act.*

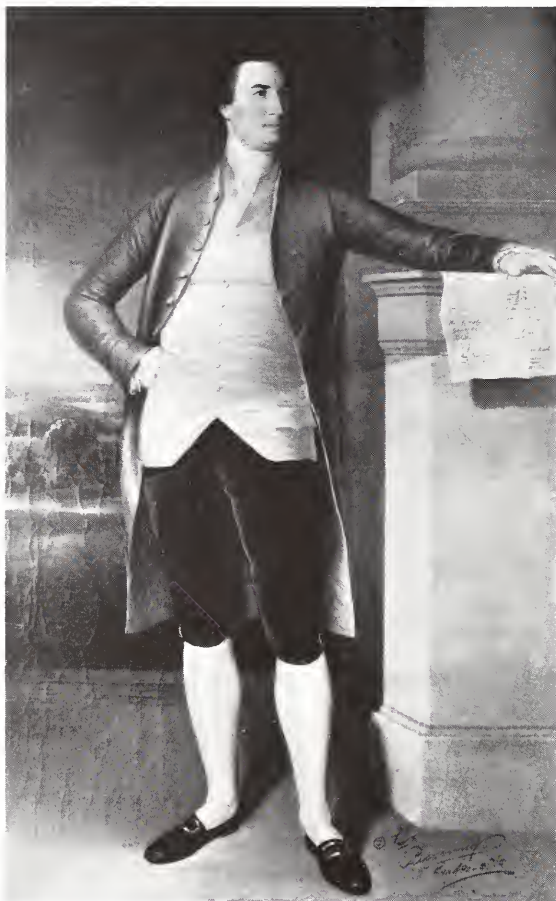
His Excellency GEORGE WASHINGTON, Esq; General and Com- mander in Chief of the Armies of the United States, as an Earnest of his Good- will, Fifty Guineas, £ 87 10 0	<i>Amount brought up</i> 448 13 10	Richard G. Smyth 30 0 0 Joseph Nicholson 18 0 0 James Anderson 30 0 0 William Smith 18 0 0 Benjamin Chambers 18 0 0 John Scott 18 0 0 James M. Anderson 9 0 0 Barney Corie 9 0 0 Edward Wright 9 0 0 Simon Wilmer 15 0 0 Edward Worrel 9 0 0 John Sturgis 9 0 0 Peregrine Leithbury 9 0 0 Josias Ringgold 15 0 0 John Bolton 9 0 0 James Pipet 9 0 0 Anne Deane 15 0 0 Anthony Banning 15 0 0 Emory Sudler 18 0 0 St. Leger Everett 10 0 0 Charles Groom 10 0 0 William Embleton 10 0 0 John Kennerd 10 0 0 James Smith 9 0 0 Marmaduke Medford 11 5 7 James M'Clean 9 0 0 Luke Griffith 9 0 0 Rahm Gale 9 0 0 Thomas Smith, jun. 18 0 0 John Blakeway 9 0 0 Edward Scanlan 9 0 0 Daniel Matzler 10 0 0 John Wilton, jun. 15 0 0 Thomas Medford 10 0 0
<i>Kent County.</i>		
John Cadwalader 50 0 0 William Slukey 55 7 10 John Page 25 0 0 John Lambert Wilmer 30 0 0 Richard Graves 30 0 0 Robert Bochanaa 20 0 0 Thomas Smyth 30 0 0 William Dunn 9 0 0 Simon Wickes 9 0 0 James Claypoole 9 0 0 Thomas Van Dyke 11 5 0 Horatio Belt 9 0 0 William Houston 9 0 0 Thomas Kemp 9 0 0 Robert Blake 9 0 0 John Wickes 9 0 0 John Harragan 9 0 0 Joseph Forman 30 0 0 Isaac Perkins 20 0 0 William Bordley 18 0 0 Robert Anderfoe 15 0 0 John Lottain 15 0 0 Joseph Williams 9 0 0 Philip Brooks 9 0 0		

LIST OF SUBSCRIBERS FOR FOUNDING AND ENDOWING OF WASHINGTON COLLEGE

Three years of study were prescribed, embracing algebra, geometry, conic sections, fluxions, surveying, navigation, natural philosophy, chemistry, astronomy, moral philosophy, logic, metaphysics, rhetoric, and extensive readings in Greek and Latin. French was to be studied in leisure hours. In addition, a grammar school was conducted for the purpose of instructing students in the learned languages, in English, French, arithmetic, and all branches of mathematics necessary for those individuals who were not to be prepared for a college education or the learned professions. The faculty consisted of the Reverend Dr. Smith, D.D., principal; Colin Ferguson, A.M., professor of languages and mathematics; Samuel Armor, A.M., professor of logic and natural philosophy. There were two instructors in the grammar school.

### Location

It is reasonable to assume that classes continued to meet in the Kent County School building, which was located at the northeastern corner where Maple Street meets Washington Avenue. In 1966, a stone marker



PORTRAIT OF GOVERNOR WILLIAM PACA

was placed at the site of the old school. In his article on the founding of Washington College,<sup>8</sup> Wethered Barroll referred to a building called the Club House, where classes may have been held during the years 1784 through 1786. He reported that John Hyland built a stage in the Club House for use of the students, and in 1785 John Piper repaired windows in the same building. Barroll explained that the Club House to which he referred was the literary center of the community and may have been the literary center for the Eastern Shore. It was in no sense a club house of the kind we know today.

8. Wethered Barroll, "Washington College," *Maryland Historical Magazine* 6 (1911): 164-79.

## The First Commencement

The first commencement held at Washington College took place on Wednesday, May 14, 1783. An elaborate program was prepared for the occasion, presenting a scene new not only for the Eastern Shore but for the State of Maryland as well.<sup>9</sup> The ceremonies began at 10 a.m. when a procession, composed of students, candidates for degrees, faculty, visitors and governors, and William Paca, governor of Maryland, marched to the Episcopal church in Chestertown. Upon their arrival at the church, students and scholars filed off to the right and left, forming a lane through which the faculty and the visitors and governors marched into the church, followed by the candidates, and then by the students according to their rank and seniority.<sup>10</sup>

The program opened with prayer, following which Dr. Smith delivered a short Latin oration to the learned and collegiate part of the audience. The candidates then presented a Latin salutatory oration, an oration in French, a Latin syllogistic dispute, and an English syllogistic dispute. These were followed by the awarding of degrees to the respective candidates. The Bachelor of Arts degree was conferred upon Charles Smith, James Scott, John Scott, William Barroll, and William Bordley. The honorary degree of Master of Arts was conferred upon Colin Ferguson, Samuel Armor, and Samuel Kerr. The final item on the program was an English valedictory oration by Charles Smith, son of the principal, lauding the progress of science and the growing glory of America.

Dr. Smith reported that the speakers were honored with the justest "applause for the propriety of their delivery and many masterly strokes of eloquence in the different languages they spoke."<sup>11</sup>

That evening Dr. Young's "Tragedy of the Brothers" was performed by the graduates and several other students to the delight of the audience. The next day, May 15, the visitors and governors and the masters, students, and scholars, accompanied by a greater number of gentlemen from the neighboring counties, went in procession to the hill where the new college was to be built. Following prayer by the principal, the foundation stone

9. Albert Fran Gegenheimer, *William Smith—Educator and Churchman* (Philadelphia: University of Pennsylvania Press, 1943), p. 83, writes that the first commencement at Washington College was a College of Philadelphia commencement moved to Maryland. Smith had introduced the idea of a commencement in Philadelphia in 1757.

10. Smith, *An Account of Washington College*, p. 28.

11. *Ibid.*, p. 29.

was laid with proper ceremony by his Excellency, Governor Paca, who was saluted on the occasion by thirteen discharges of cannon. Orations in French were delivered by Thomas Worrell and Ebenezer Perkins, followed by a pastoral dialogue spoken by three young scholars dressed in shepherds' clothes.

### Plans for Building

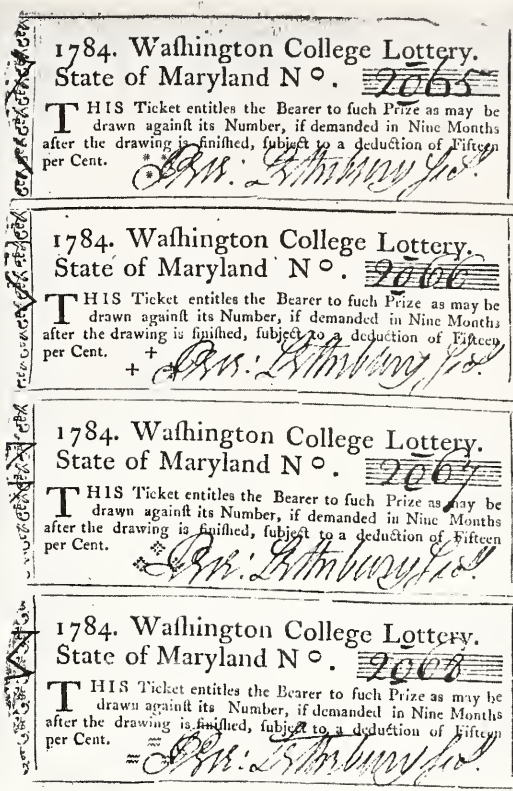
Plans for the new building were prepared by Rakestraw and Hicks of Philadelphia. The structure consisted of three wings—a center, east, and west wing—attached and extending to a length of 160 feet. The center section, which included the chapel, measured 40 feet in front and extended to a depth of 100 feet, while each wing measured 60 feet in front and 100 feet deep. The building was four stories high plus an attic, making the overall height approximately 53 feet. The contractor was Robert Allison of Philadelphia and the cost of construction was estimated at about \$28,000.

To raise a portion of the funds needed to meet the costs of construction, the land holdings of the college, extending from the campus to the edge of Chestertown, embracing both sides of Washington Avenue, were divided into sixty-three lots, to be disposed of at public auction under a lease



ARTIST'S CONCEPTION OF ORIGINAL COLLEGE BUILDING





LOTTERY TICKETS SOLD IN 1784

arrangement. The charter<sup>12</sup> provided that the visitors should set aside ten acres of land to meet the needs of the institution. The remainder of the land of the Kent School was to be leased out for a period of ninety-nine years, or such other term of years as the visitors and governors of the college might judge most beneficial for advancing the interests of the college.

As the sale of leaseholds did not provide sufficient funds to meet their needs, the visitors and governors sought for and received permission to conduct a lottery in August, 1784.<sup>13</sup> Under the plan presented to the public, the prizes ranged from one of \$4,000 down to 3,000 at \$8. A total of 10,000 tickets were authorized to be printed and the cost to the purchaser was \$4 each. Of the total number of tickets to be sold, 3,187 earned

12. Article XIII.

13. *Maryland Journal and Baltimore Advertiser*, August 3, 1784.

prizes and 6,813 were blanks. There is no record that indicates the amount realized from this lottery.

Continuing their efforts to secure funds for the operation of the college, in November, 1784, the visitors and governors submitted a memorial to the General Assembly requesting an annual appropriation that would be sufficient to meet the salaries of the faculty, as only \$1,500 a year could be expected from tuition and rental fees. A committee of the legislature, after studying the needs of Washington College, recommended that £1,250 be appropriated to it annually. The General Assembly, in accepting the report, enacted that "the sum of twelve hundred and fifty pounds current money be annually and forever hereafter be given and granted, as a donation by the public, to the use of Washington College, to the payment of salaries to the principal, professors and tutors of the said college."<sup>14</sup>

To provide the necessary funds, the act imposed taxes on marriage licenses, on licenses issued to hawkers and peddlers, and on the sale of spirituous liquors. The sums derived from such taxes collected on the Eastern Shore were to be deposited with the treasurer of the Eastern Shore, who would, upon requisition of the visitors and governors, pay to the college an amount equivalent to the grant specified in the legislation.

### George Washington's Visit

In May, 1784, Washington College was honored by the visit of George Washington. It was on this occasion that he took his seat and subscribed his name as a member of the visitors and governors of the college. Among the activities prepared in tribute to the honored guest was the presentation, by students, of a play entitled "The Tragedy of Gustavus Vasa, the Great Deliverer of Sweden from Danish Oppression." The play concluded with the following lines:

How late did fell Oppression, o'er this land,  
With more than Danish Fury raise her hand;  
When lo! a Hero of immortal Name  
From where Potowmack rolls his mighty stream,

14. Clement Dorsey, *The General Public Statutory Law and Public Local Laws of the State of Maryland, 1692-1839*, 3 vols., (Baltimore, 1840), 1:182. For a brief period the English pound was retained as the monetary unit, although the Spanish dollar was more widely used. In 1785 the Continental Congress adopted the dollar as the unit of currency.

Arose a champion of his Country's Cause,  
The Friend of Mankind, Liberty and Laws:  
While, in the Conflict Heaven and Earth engag'd  
And gave us Peace, where War and Rapine rag'd.<sup>15</sup>

As the speaker concluded the epilogue, the audience applauded enthusiastically.

### First Proposal for a University of Maryland

A bill was introduced in the Maryland Senate in November, 1784, entitled "An Act for founding a college on the Western Shore of this State and constituting the same together with Washington College, on the Eastern Shore, into one University by the name of the University of Maryland."

This action may have been anticipated by those who framed the charter for Washington College. The first paragraph of the preamble to that instrument refers to earlier efforts of the General Assembly to provide for the advancement of liberal education in Maryland. It cited the legislation for the encouragement of county schools, having in mind the possibility of establishing extensive seminaries of learning on the foundation thus provided by the county schools. Because of the difficulties of finding a site, on either shore, equally beneficial and convenient to the youth of both shores, the project for a seminary of advanced learning was never realized. Now, however, it was brought to the attention of the General Assembly that the most acceptable approach to the advancement of learning might be for the inhabitants of each shore to consult their own convenience in endowing and establishing a college for themselves. Once the two colleges had been founded they could be united under one supreme legislative and visitorial jurisdiction, each functioning as a distinct branch or member of the same university, notwithstanding the distance separating them.

### Founding of St. John's College

The act granting the charter to St. John's College stipulated that Washington College on the Eastern Shore and St. John's College on the Western Shore be united into one university under the name of the University of

15. Smith, *An Account of Washington College*, p. 45.

Maryland. The governor of Maryland was designated temporary chancellor of the university. The principal of one of the colleges was to be vice chancellor, his selection to be determined either by seniority or by election in accordance with such rule or by-law adopted by the university.

William Smith was an active participant in the movement to promote the founding of St. John's College, particularly in his role as member of a committee appointed to solicit subscriptions for endowing the new seminary. Tilghman,<sup>16</sup> in his article on the founding of St. John's College, referring to Smith wrote: "In addition to his other peculiar talents, he was in modern terms, a promoter of remarkable ability. He collected money for the University of Pennsylvania, even going to England with James Jay, who was on the same errand for King's College, now Columbia University. He had also solicited contributions for Washington College, and it is a tribute to his persuasiveness that for this cause he garnered the sum of 10,000 pounds."

The solicitors for St. John's College succeeded in raising a total of \$23,000, contributed by many prominent citizens residing on the Western Shore. The new college was formally dedicated on November 11, 1789, at which time the Reverend Dr. William Smith delivered the dedicatory sermon.

The governor scheduled the first convocation of the two colleges for November 10, 1790. He summoned the respective representatives to meet with him in Annapolis for the purpose of formalizing the University of Maryland as prescribed by law. This meeting never took place, and a second meeting was called for the second Wednesday in November, 1791. However, Washington College failed to send a representative to the second meeting, and no further efforts were made to formalize the University of Maryland in accordance with this first law.

There have been periodic speculations about the failure to establish the university at this time. One likely reason may have been the difficulties associated with traveling in those days. It was also intimated that each institution was reluctant to concede leadership to the other. Another factor may have been the precarious financial situation at Washington College at that time; the lower house of the General Assembly was undecided as to the wisdom of continuing the annual donation to the college. Whatever the reasons, the formal union of the two colleges did not take place, although the University of Maryland continued in nominal exist-

16. Tench Francis Tilghman, "Founding St. Johns College," *Maryland Historical Magazine* 44 (June 1949):75 ff.



ence until 1805, when the General Assembly rescinded the legislation authorizing an annual donation to Washington and St. John's colleges.

### Dedication of the New Building

In the meantime, work on the construction of the college building was sufficiently advanced that, by the spring of 1788, the visitors and governors were encouraged to plan for its official opening. An advertisement in the *Pennsylvania Packet and Daily Advertiser* of June 9, 1788, announced that "this large and commodious and elegant edifice being now, by Divine assistance so far completed as to be ready for the reception of scholars, students, professors and Masters—Notice is hereby given to its numerous and illustrious benefactors, and the public in general, that Tuesday the 17th of June is appointed for the opening and Dedication thereof to the great and useful purpose of its institution and erection."

Commencement exercises were held the next day, June 18, at which time degrees were conferred upon Edward Scott III, Morgan Browne, and James Houston. On the evening of both days students presented the "Tragedy of Cato" and the "Battle of Hastings" as well as several other dramatic pieces "replete with sentiments of Liberty, Heroism, and Public Virtue."<sup>17</sup> Prominent among those in attendance for the occasion were the Carmichaels, Pacas, and Goldsboroughs as well as many other notable and respected citizens of the Eastern Shore.

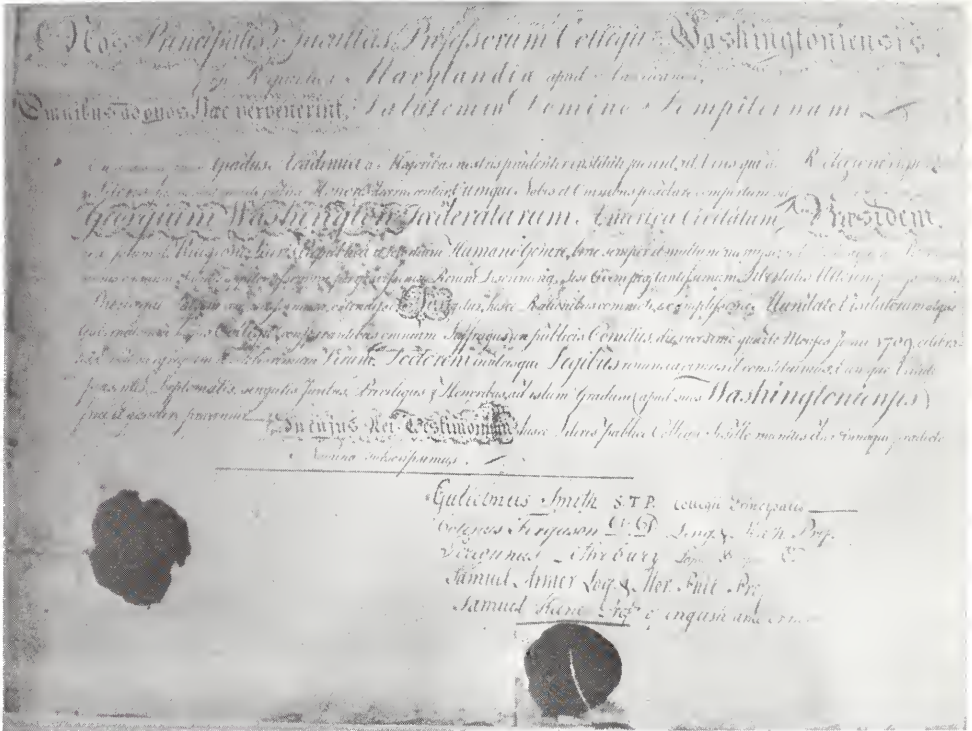
The following year, in June, 1789, a delegation composed of the Reverend Dr. William Smith, D.D., the Honorable John Henry of the United States Senate, and the Honorable Joshua Seney of the House of Representatives<sup>18</sup> called upon President Washington at his office in New York City to confer upon him the honorary degree of Doctor of Laws as authorized by the Visitors and Governors of Washington College. The next month Washington acknowledged the honor in the following response to them:

Gentlemen:

Your very affectionate address, and the honorary testimony of your regard, which accompanied it, call forth my grateful acknowledgements. A recollection of past events and the happy termination of our glorious struggle for the establishment of the rights of man, cannot fail to inspire every feeling heart with

17. Barroll, "Washington College," p. 178.

18. Both Henry and Seney, at the time, were members of the Visitors and Governors of Washington College.



COPY OF HONORARY DEGREE CONFERRED ON GEORGE WASHINGTON IN 1789

vation and gratitude toward the Great Ruler of events, who has so manifestly interposed in our behalf.

As, in civilized societies, the welfare of the State and happiness of the people are advanced, or retarded, in proportion as the morals and education of the youth are attended to: I cannot forbear, on this occasion, to express the satisfaction I feel on seeing the increase of seminaries of learning through the extensive country, and the general wish which seems to prevail for establishing and maintaining these valuable institutions.

It affords me peculiar pleasure to know that the seat of learning under your direction hath attained to such proficiency in the sciences since the peace; and I sincerely pray that the Great Author of the Universe may smile upon the institution and make it an extensive blessing.

New York, July 11, 1789

George Washington<sup>19</sup>

19. Scharf, *History of Maryland*, 2:516.

### Smith's Resignation

While Smith was very active in his many interests in Maryland, he never ceased in his struggle to secure the restoration of the charter of the College of Philadelphia. In an appeal to the Pennsylvania legislature in 1788, he expressed his views concerning the revocation of that charter. The next year, 1789, the legislature passed an act, the preamble of which stated that the act of 1779 nullifying the charter was repugnant to justice and a violation of the constitution of the commonwealth constituting a dangerous precedent to all corporate bodies and to the rights and franchises. The act stipulated that the trustees and members of the faculty, including the provost and vice provost, be reinstated and restored to their former rights. This action made it possible for Smith to return to Philadelphia to assume his former position. While this was a fortunate turn of events for Smith, the effect was to deprive Washington College of his leadership at a critical time in its development.

With the reopening of the College of Philadelphia, that city found itself with two colleges. It soon became apparent that there were not sufficient students to patronize two institutions in Philadelphia. Eventually the legislature, by law, merged them, creating the University of Pennsylvania. The trustees of the new university did not elect Smith as an officer of the university, thus bringing to a close his work as an educator. He remained in Philadelphia until his death on May 4, 1803, having attained seventy-six years of age.

## Troubled Years: 1790-1815

### Colin Ferguson

On October 5, 1790, an advertisement in the *Maryland Herald and Eastern Shore Intelligencer* announced that the Visitors and Governors of Washington College would “proceed with the election of a Principal on the first day of November next.” No information is available to indicate that a principal was elected at that time. On April 10, 1792, Dunlap’s *American Daily Advertiser* carried a notice that the visitors and governors planned to elect a principal and some professors “on the first Tuesday of May next.” The board met on that day, as advertised, and elected Colin Ferguson.<sup>1</sup>

Ferguson was born in Kent County, Maryland, on December 8, 1751. His father, Colin Ferguson, was an emigrant from Scotland, of respectable character and moderate circumstances. His mother, whose maiden name was Mary Walker, was a native of Kent County. Colin received his early education in a country school in Kent County under the direction of a schoolmaster who was a native of Scotland. He made such progress in his school work that he greatly impressed his teacher by his intelligence and seriousness of purpose.

Later,<sup>2</sup> when the schoolmaster was preparing to return to Scotland, he

1. In a letter dated May 10, 1792, Samuel V. Chandler, a teacher at Washington College, writing to the governing board at Franklin and Marshall College, stated: “I have observed in one of the Philadelphia papers some time past an advertisement for Franklin College, and should have applied for the place, but was waiting to know what arrangements the visitors should make in this seminary. They have elected Dr. Ferguson and Mr. Walker Principal and Vice Principal of Washington College. . . .”
2. Peregrine Wroth, “Recollections of Dr. Colin Ferguson,” *Washington College Bulletin*, 13 nos. 1 & 2 (1935). Dr. Wroth was graduated from Washington College in 1803 and knew Dr. Ferguson as a teacher.



PROFILE OF COLIN FERGUSON, D.D.

convinced the youth's parents to permit Colin to accompany him to Scotland to continue his education. The schoolmaster offered to meet the expenses involved. Colin entered the University of Edinburgh, where he continued his studies. Upon returning to his native county, he was appointed tutor in the Kent County School. Still later, he was appointed a member of the first faculty of Washington College as professor of languages, mathematics, and natural philosophy. In addition, he also served as vice principal and for a time performed the duties of treasurer of the corporation. In 1783 he was the recipient of the honorary degree of Master of Arts, which was conferred upon him on the occasion of the first commencement at Washington College. He was again honored in 1787 when the College conferred upon him the honorary degree of Doctor of Divinity. He had studied theology under Dr. Smith and was admitted to the priest's orders in the Protestant Episcopal Church on August 5, 1785, the Right Reverend Bishop Seabury conducting the ordination services.

### The General Assembly and the College

The prospects for the success of the college had appeared very promising in 1783, but those prospects were dimmed in succeeding years owing to diminishing enrollments, inadequate funds for the development of the

college, and the ever-present danger that the state might withdraw its annual donation. As early as 1785, the year following the General Assembly's decision to grant an annual donation, in perpetuity, to the college, several members of the House of Delegates proposed that it be rescinded. Although the motion was defeated, opposition continued, and in 1792,<sup>3</sup> the House, in response to a second proposal to rescind, appointed a committee to conduct a study of the situation at the college. In their report the committee accused the college of misusing the state funds that were appropriated to meet faculty salaries. Those funds, they charged, were being used to pay college debts and to make payments on the contract to complete the building. The report recommended that the appropriation to the college be discontinued and that the funds be used, instead, to promote literature among the several counties on the Eastern Shore. The report probably confirmed the view that the college faced serious problems. It also indicated the desire of some members of the committee to effect a wider distribution of state funds for the encouragement of local schools. However, no legislative action followed.

The next year, 1793, a bill was again introduced in the House of Delegates calling for the withdrawal of the annual subsidies to Washington and St. John's colleges. This bill also recommended that the funds withheld be apportioned among the counties for local schools. The bill was passed by the House of Delegates and was sent to the Senate for review. After some deliberation, the Senate decided not to take any action, citing a variety of reasons for not supporting the lower house.<sup>4</sup>

The 1794 session of the General Assembly once again saw an effort made by the House to terminate the donations to the colleges. This effort, like the previous one, failed in the Senate.

Attacks in the General Assembly continued in 1797. In November the House of Delegates adopted a bill calling for the cessation of state donations to the colleges. This bill, too, was sent to the Senate, where a committee was appointed to undertake a study of conditions at Washington College.<sup>5</sup> Upon the completion of its survey the committee reported that the college was not making satisfactory progress and recommended that the funds allocated to the institution should be distributed to Washington Academy in Somerset County, Easton Grammar School in Talbot County, and Washington College. The recommendation was designed to

3. House of Delegates, *Proceedings*, November 27, 1792.

4. *Senate Journal*, December 1, 1793.

5. *Ibid.*, December 20, 1797.



encourage the establishment of three academies on the Eastern Shore. The Senate did not accept the recommendation.

Finally, in 1798, the General Assembly enacted a bill to reduce the grant to Washington College by £500. The funds deducted were to be distributed among Washington Academy in Somerset County, Charlotte Hall in Charles County, and an academy in Frederick County. Additional funds were to be made available for the establishment of academies in Talbot County, Baltimore or Harford County, and one in Allegheny County.

### Impressions of a Foreign Visitor

The Duc de la Rouchefoucault-Liancourt, in his *Travels through the United States of North America*,<sup>6</sup> described his impressions of Washington College gained while visiting Chestertown in 1796. The college, he wrote, was a large building located on the summit of a hill that commanded an excellent view of the town of Chester. The building itself was in a deplorable state of repair—windows were without glass, portions of walls were in poor condition, and entrances to the buildings were without steps.

He reported that the college had an annual income of \$3,330. The faculty consisted of the principal and three masters, who instructed the forty or fifty students in attendance at that time. Tuition was sixteen dollars, for which all branches of learning might be acquired. Student boarders paid eighty to ninety dollars. The building plans for construction called for an edifice large enough to accommodate some five hundred students, funds for the completion of which were not available. As a somewhat sardonic aside, he wrote that, like all buildings in America, the building would be in ruins before it was completed.

### Passage of a Termination Bill

A bill terminating the annual grants to Washington and St. John's colleges, introduced in the House of Delegates in November, 1805, was received favorably in both houses. Before final passage of the bill, the

6. *Travels through the United States of North America, the Country of the Iriquois, and Upper Canada in the years 1795, 1796, 1797*. Trans. Henry Newman (London: R. Phillips, 1800), pp. 547–656.

two colleges were accorded the opportunity to show cause why the grants should not be terminated. The appeals were made, but they failed to alter the views of the legislators.

Jedidiah Morse, writing in 1805 with reference to Washington College, stated that, "from the repeated attempt of the Legislature to take away annual funds from this college, it has in some measure lost its reputation, though it is provided with the most able tutors."<sup>7</sup>

The act rescinding the donations stipulated that the funds be retained in the state treasury and be distributed only by enactment for the advancement of literature in the several counties, and for no other purpose. It was not until 1811 that the General Assembly enacted legislation for the distribution of funds to the counties for the establishment of academies. An allocation of \$800 for Kent County was made to Washington College, with the understanding that the funds would be used to conduct an instructional program provided by the academies in other counties.

The withdrawal of the state's grant was a serious blow, forcing the visitors and governors to dismiss all but one professor. This action resulted in the curtailment of the collegiate program, thus reducing the effectiveness of the college as an institution of higher learning.

### Several of the Graduates, 1790–1805

In the face of these uncertainties, classes continued to be carried on, and as students completed their courses of study they were awarded their appropriate degrees. Several of the more prominent graduates during Dr. Ferguson's administration were:

—Thomas Ward Veazy, class of 1795. Following his graduation he became a successful planter and public servant, serving in the Maryland House of Delegates and later on the Governor's Council. He was elected governor of Maryland in 1836 and served three consecutive one-year terms, the number permitted by the Maryland Constitution at that time.

—William Murray Stone, class of 1799. He was elected 3rd Bishop of the Protestant Episcopal Church in the diocese of Maryland after having served as rector in Prince George's County, in Stepney Parish, Wicomico County, and in St. Paul's Parish, Kent County. Columbia University conferred the honorary degree of Doctor of Divinity upon Bishop Stone in 1830.

7. Jedidiah Morse, *The American Universal Geography*, 5th ed. (Boston, 1805), p. 602.



—William Holland Wilmer, class of 1802. He was ordained in the Protestant Episcopal Church in 1808. He was rector of Chester Parish, Kent County, Maryland, until 1812, when he accepted a call from St. Paul's Parish, Alexandria, Virginia, continuing there until 1822. He was one of the founders of the Virginia Theological Seminary, where he held the chair as professor of theology in 1823. In 1826, he was elected president of William and Mary College.

—Peregrine Wroth, class of 1803. Upon graduation he entered the University of Pennsylvania Medical School, graduating in 1807. He was a member of the Medical and Chirurgical Faculty of Maryland when he urged the establishment of a pharmaceutical college for the training of druggists. He was the author of a memorial to the General Assembly relating to this subject, the result of which was the establishment of the Maryland College of Pharmacy. A voluminous writer and correspondent, he wrote several medical books.

—Ezekiel Forman Chambers, class of 1805. Following his graduation he entered into the study of law, after which he was active in public service. He was elected a member of the Maryland Senate in 1822, serving until 1825. He entered the United States Senate in 1826, serving until 1832, when he was reelected. He served two years of his second six-year term, resigning in 1834 to accept the appointment as chief judge of the Second Judicial Circuit Court of Maryland and member of the Maryland Court of Appeals. He was an active member of the Visitors and Governors of Washington College until his death in 1867.

—John Emory, class of 1805. After his admission to the bar in 1808, he decided to abandon law to enter the Methodist ministry. The Philadelphia Conference received him on trial in 1810, and in a relatively short time he established a reputation as an excellent preacher and pastor. He became an active participant in the General Conference of the church. Elected agent of the Methodist Book Concern in 1828, he laid the foundation on which this concern later developed into one of the largest book stores in the nation. He was also interested in the educational policies of the church, as the cause of education was very dear to him. He assisted in the organization of New York University, Wesleyan University, and Dickinson College. His interest in education led several small colleges to invite him to accept the presidency of their institutions, but he did not accept.

## Death of Dr. Ferguson

Soon after the commencement of 1805, Dr. Ferguson resigned as principal to retire to his farm in Kent County. Several years earlier he had suffered a paralytic stroke, which did not appear to affect his ability to teach, although he did experience difficulty in controlling his emotions.<sup>8</sup> Several months after his retirement he suffered a second stroke, which led to his death on March 10, 1806, at fifty-five years of age. He was interred on his farm in Galena, Maryland.

## A School for Girls

During this same era, a school for girls was flourishing in Chestertown under the direction of Mrs. Mansell. On January 22, 1802,<sup>9</sup> she announced that she had engaged the services of the Reverend Joseph Douglas, who would teach English grammar, writing, arithmetic, bookkeeping, the use of the globe, geography, astronomy, and belle lettres. Mrs. Mansell reported that she would continue to teach the different kinds of needlework and embroidery. In addition, music and dancing masters, eminent in their profession, were to be engaged.

The following August an advertisement appeared announcing the opening of the Chestertown Primary School and Kent County Academy under the direction of the Reverend Joseph Douglas.<sup>10</sup> The announcement reported that a school room had been prepared in a most convenient and handsome manner. For the accommodation of those young ladies who had not completed their education under Mrs. Mansell,<sup>11</sup> Mr. Douglas announced that the services of Miss Arabella Henderson, of Wilmington, had been secured. She agreed to open a Young Ladies' School in a separate apartment, where she would teach plain sewing and samplers, embroidery, flowering on muslin, and filagree, lace, and fancy work. Joseph and Samuel Douglas planned to teach the Greek and Latin languages, the English grammar, writing, and bookkeeping. In addition, a French gentleman was to be engaged to teach the French language, fencing, and music. The announcement also reported that Miss Henderson would be ready to

8. Wroth, *Recollections of Dr. Colin Ferguson*.

9. *Eastern Shore Intelligencer* (Easton, Maryland).

10. *Ibid.*, August 9, 1803.

11. Mrs. Mansell had moved to Baltimore, where she conducted a school for young ladies.

accommodate five or six boarders on the same terms as those provided by Mrs. Mansell. Young ladies desiring such board were advised to apply immediately.

In a letter dated December 17, 1803, Joseph Douglas wrote to Benjamin Chambers, president of the Visitors and Governors of Washington College, offering to turn his school over to the Board if they would rent his house, benches, and other school equipment. In addition, he would agree to release fifty-seven students who attended his school for transfer to the college. The letter also stated that the proposal had been discussed with Miss Henderson, who approved the action. On March 27, 1804, the following announcement appeared in the *Eastern Shore Intelligencer*:

The Visitors and Governors having determined to enlarge the plan of education in this seminary, to the extent authorized by their original charter.

HEREBY GIVE NOTICE

That they have engaged Miss Henderson, to open a school for young ladies, on Wednesday April 4, next, in that large and commodious house in Chester Town heretofore occupied for the same purpose by Mrs. Mansell.

In this school, which will be under the direction and control of the Visitors, young ladies will be taught spelling, reading, plain sewing, marking on samplers, tambouring, chinelle, filagree and fancy work. And at stated and appropriate hours, the professor of English and oratory in the College will attend and instruct young ladies in writing, English grammar, arithmetic, geography and the use of the globe.

Miss Henderson will take young ladies to board on such terms as she and their parents may think reasonable.

By Order of the Board  
Visitors and Governors of Washington College  
Daniel McCurthin, Sec'y

How long the college conducted this experiment we do not know, but it was probably terminated when the state withdrew its annual donation to the college.

Information for the period 1805 to 1816 is sparse. We do have the following advertisement, which appeared in the *Eastern Shore Intelligencer* on February 14, 1809:

Notwithstanding the serious consequences occasioned by the deprivation of the funds of this institution, the Visitors and Governors have at length succeeded in engaging the services of an experienced Professor who will take charge of the schools on the first day of next month. And although they have been unjustly deprived of legislative patronage they pledge themselves in the meantime carefully to supervise the education of such youth as may be entrusted to their care.

WASHINGTON COLLEGE

The Visitors now respectfully inform all parents and guardians that on the first of March, pupils will be received at Washington College, where they will be instructed in the ordinary branches of English education, in the Greek and Latin languages, mathematics, and natural and moral philosophy and degrees will hereafter be conferred on such as may be entitled to them.

Board may be had in the college on reasonable terms. By order of the Visitors.

Richard Ringgold, Sec'y  
Chestertown, February 4, 1809

Unfortunately, the name of the professor referred to in the above notice has not been found. What scanty records we have indicate that several men earned the bachelor's degree during these years.

Dr. Gilbert W. Mead,<sup>12</sup> in his search to uncover the names of the earliest principals of the college, concluded that Hugh McGuire held that position during the years 1813–15. McGuire was a man of considerable teaching experience, having conducted several schools of his own as well as having taught at St. John's College for approximately six years.

12. Unpublished papers, Washington College archives. Dr. Mead was President of Washington College from 1933 to 1949.

## CHAPTER IV

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# 1816-1833

The Reverend Joab Goldsmith Cooper began his duties as principal of Washington College on September 1, 1816. He was a graduate of Columbia College, having there received the Bachelor of Arts degree in 1805 and the Master of Arts degree in 1808. In that year he was also ordained a priest in the Protestant Episcopal Church. For several years thereafter he performed his ecclesiastical duties in New York and New Hampshire before accepting the appointment as principal at Washington College.

### Curriculum

Under Mr. Cooper, the students at Washington College were assigned to one of four classes. The program of studies for each class was as follows:

—First class: Latin grammar, *Historiae, Niri Romanae*, Caesar's *Commentaries*, first six books of Virgil's *Aeneid*, Latin exercises, Greek grammar, the Gospels and *Graeca Minora*, the higher branches of arithmetic, algebra, and the *Elements* of Euclid.

—Second class: Virgil's *Georgics*, Sallust, the selected orations of Cicero and Livy, *Graeca Majora* and the Acts of the Apostles, plane geometry, navigation, mensuration, surveying, ancient and modern geography, and the use of the globe and construction maps.

—Third class: Horace, the orations of Demosthenes and Homer, the higher branches of algebra, fluxions, conic sections, and spherical trigonometry, English grammar, Blair's *Lectures*, logic, rhetoric, and composition.

—Fourth class: Horace, Homer and Longinus, natural and moral philosophy, Vatel, and compositions.

### Rules and Regulations

To regulate student conduct the visitors and governors adopted the following rules and regulations:

Rule 1st. The roll shall be called morning and afternoon fifteen minutes after the ringing of the bell, and every student shall answer to his name under the penalty of twelve and a half cents or such other punishment as the Professor in his discretion may think proper to inflict, unless he shall give satisfactory excuse for his absence.

Rule 2nd. Immediately after the calling of the roll in morning there shall be prayers: during which time every student shall demean himself reverently and devoutly under such penalty not exceeding five dollars, as the Professor in his discretion may think proper to impose.

Rule 3rd. During the hours of recitation and study, it shall be the duty of every student to attend to his business, nor shall he trifle away his time in any way whatsoever under a penalty of twelve and a half cents, or such punishment as the Professor in his discretion may think proper to inflict.

Rule 4th. It shall be the duty of every student to be prepared for recitation in the course of his class under a penalty not exceeding fifty cents for the first offense—for the second private, and for the third public admonition. The habitual neglect of this rule shall expose to suspension and finally expulsion.

Rule 5th. The Professor shall class the student in such manner as he shall think proper, and it shall be the duty of each class in turn to commit to memory, whether their own composition or that of the others, and on Saturday morning, declaim or speak, in order to improve in elocution; but each piece shall be previously submitted to the inspection of the Teacher.

Rule 6th. At the expiration of every quarter, the several classes shall be publicly examined in their respective studies. If any student shall absent himself in order to avoid such examination, or shall refuse to be examined, he shall be fined in the sum not exceeding two dollars or shall be publicly admonished, as the case may be.

Rule 7th. During the school hours, every student shall abstain from talking loud, or making any noise, whether within or without the college, whereby the business thereof may be interrupted or in any wise hindered; under a penalty not exceeding fifty cents or such other punishment as the Professor in his discretion may think proper to inflict.

Rule 8th. Any student who shall be guilty of immoral conduct, such as quarrelling, cursing, swearing, or immodest conversation, shall for the first offense be fined a sum not exceeding two dollars (in the discretion of the Professor), for the second shall be privately admonished, for the third publicly—



and if he continues to disregard the authority of the College, he shall be suspended from its benefits and privileges, and may be finally expelled.

Rule 9th. No student shall in any way or manner injure the buildings of the College, or its appurtenances, under a penalty of double damages. In all such cases and damages shall be estimated by the Visitors or under their direction, and such penalty shall be paid to the Professor within seven days after proper notification shall have been given of said evaluation.

Rule 10th. Every student shall demean himself toward his teacher in a decent and respectful manner, under penalty not exceeding five dollars in the discretion of the Professor, and a repetition of this disrespect in language or conduct, shall subject the party offending to suspension or expulsion as the nature of the case may require.

Rule 11th. All fines that may arise under any of the preceding rules shall be paid to the Professor at the expiration of the quarter during which they were incurred, excepting those that may arise under the 9th rule.

Rule 12th. If a student shall violate *any* of the rules of the College and shall refuse to submit himself to the punishment imposed thereby; he shall immediately be reported to the President of the Board of Visitors and Governors, who shall forthwith call a special meeting of the Board in order to take such offense into consideration.

Rule 13th. As cases may occur that are not expressly provided for by the Rules of the College, upon all such occasions, the Visitors and Governors shall proceed according to their best discretion, and may punish a student by fine, or otherwise according to the circumstances of the offense.<sup>1</sup>

An interesting feature of the rules is that permitting the professor to levy fines of varying amounts for infractions. In several situations the fines appear to have been substantial, and it is probable that the professor imposed the larger fine only in extreme situations. The rules are interesting when compared with modern day permissiveness.

### Application for a Lottery

At a special meeting held on December 27, 1816, the board resolved to submit a petition to the General Assembly, requesting authority to conduct a lottery in the amount of \$30,000. The money to be realized from such lottery was to be applied to repairing the facilities of the college as well as to raising a permanent fund. The General Assembly approved the request, and the board instructed Mr. Cooper to devise a scheme for the sale of tickets, authorizing him to receive the profits from

1. Board Minutes, November 5, 1816.

the said lottery.<sup>2</sup> He in turn was to give bond to the board as security against nonpayment of the profit at the conclusion of the drawing.

### Mr. Cooper Resigns

The following month Mr. Cooper signified his intention to resign effective September 1, 1817. The notice gave no reason for his decision, thus raising some question as to why he decided to leave the college after such a short period of time. Was the responsibility of conducting the lottery greater than he wished to undertake? Or did he resign owing to the decision the board had taken in a disciplinary case he reported to the president of the board? At that time the principal reported that a student, Mr. Griffith, had mistreated him. The board invited the principal and Mr. Griffith to appear before them to present their respective cases. The principal failed to make his appearance, whereupon the board informed him that the matter could not be resolved unless both parties were present at the hearing. They then urged that he attend a meeting to be arranged at his convenience. The principal failed to respond. Because of Mr. Cooper's sudden resignation further action on the proposed lottery was postponed. To replace Mr. Cooper, the board secured the services of Mr. Gerard Stack to act as interim principal.

The agreement with Stack provided that either party must be given three months notice of a desire to terminate the contract. In early December the board appointed a committee to call upon Stack to inquire if he would like to terminate his contract at the end of three or six months. The committee was also instructed to communicate with Francis Waters to invite him to accept the principalship. Stack informed the board that he would prefer to terminate his contract in April or October.

### Tragedy Averted

Early in December, 1817, the College experienced a near tragedy when fire was discovered at the college building. Serious loss was averted by the alertness and efforts of Thomas Taylor, James Lynch, and Thomas Bowser. As an expression of their appreciation, the Board adopted the following resolution:

2. *Ibid.*, June 16, 1817.



That the Visitors and Governors of Washington College do give their sincere and hearty thanks to Thomas Taylor and James Lynch for their great exertions in extinguishing the late fire at the College, and releasing Thomas Taylor from payment of the rent of his lot up to the present date, and also making Thomas Bowser free negro and compensation of two dollars each for their assistance in extinguishing the said fire.<sup>3</sup>

### Francis Waters Elected

The Board Minutes for December 20, 1817, record that an agreement had been reached with Mr. Francis Waters whereby he agreed to accept the principalship of the college. Since Mr. Stack was performing the duties of that office at the time, it was agreed that he should continue until the end of the academic year.

The terms of the contract with Mr. Waters stipulated the following:

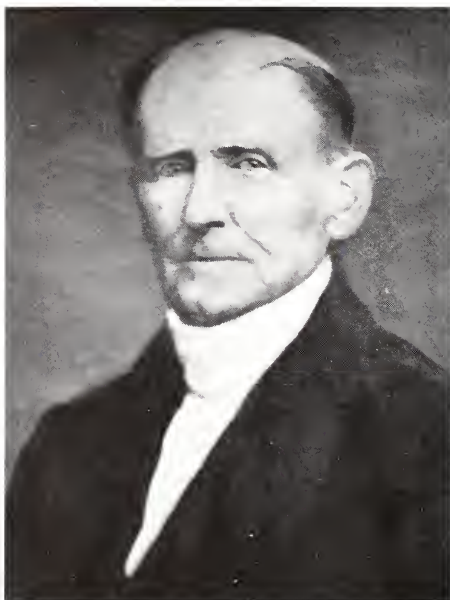
The Visitors and Governors in consideration that the said Francis Waters has engaged to perform the duties of Principal of the College for one year, to be computed from the first Monday in October next, subject however to the proviso hereinafter mentioned contract and agree to pay said Francis Waters at a rate of one thousand dollars per annum for his services as Principal at the end of each quarter of the year in which he shall be so employed, and will further allow and pay him the sum of twenty-five dollars per annum for each pupil more than twenty that shall be under his immediate tuition. They further contract that he shall occupy either by himself or with another the east end of the College together with the stable, carriage house, garden and grass lots during the time he shall be engaged as Principal aforesaid.

And the said Francis Waters agrees on his part in consideration of the within mentioned covenant to perform in all respects the duties of Principal aforesaid and particularly will teach the pupils to be placed under his care or such of them as may request it, the Latin and Greek classics, arithmetic, algebra, Euclid's *Elements*, geography with the use of the globes, geometry, surveying and such other branches of mathematics, as are usually taught in most approved seminaries.

And it is further agreed, that if either party shall be desirous of terminating this contract before it will have expired by its own limitation, it may be done and all obligations under it shall cease at the end of six months after notice in wording to either of the parties, as the case may be to whom such notice shall be given; and the stipulated payments shall be made in proportion to the time during which the contract shall remain in force.

Mr. Waters received his grammar school education at the Washington Academy, Somerset County, Maryland. He entered the junior class at the

3. Ibid., December 8, 1817.



FRANCIS WATERS, D.D., PRINCIPAL, 1818-23 AND 1853-60

University of Pennsylvania in 1808, receiving the degree of Bachelor of Arts in 1810. Upon completing his studies at the university, he entered the law office of Judge Whittington, in Snow Hill, Worcester County, where he proceeded to read law; however, he abandoned the law as a career to enter the Christian ministry. In 1814, he was prevailed upon to accept the appointment as principal of Washington Academy in Somerset County, a position he occupied until he accepted the appointment at Washington College. Mr. Waters was an active member of the Methodist Church and later became especially prominent in the movement to organize the Methodist Protestant Church, when that body separated from the parent Methodist organization.

Prior to his arrival in Chestertown, Mr. Waters, in a letter to the board, suggested that a smokehouse be erected for the convenience of the stewardship that the board planned to introduce at the opening of the next session in October. He also suggested that repairs be made to the building for the accommodation of students. During the vacation period, these repairs were made, but the board did not consider a smokehouse to be a necessary addition at this time. Accommodations for Mr. Thomas, the new steward, and his boarders were prepared. A committee of the board was appointed to confer with the teachers and the steward to prepare

rules for the governance of the steward's department. The committee reported that the steward and tutors believed that the interest of the college would be promoted if all students were required to board with the steward.<sup>4</sup> Students living at home would not be required to observe this regulation.

### Rules for Boarding Students

The following week the board adopted "Rules and Regulations for the Government of Students Boarding in Washington College." Twenty-one items were listed in the rules, which include the following:

At the ringing of the bell for breakfast, dinner and supper, the students shall peaceably enter the dining room and shall stand reverently at their respective places until grace be said.

There shall be no unnecessary talking during meals.

The students shall sit at table in order of their respective classes—the Senior class at the head, etc.

There shall be no running about in the dining room, nor any pulling or throwing victuals during meals.

No student shall leave the dining room until general dismissal without the express permission of the steward or tutor.

As soon as thanks shall have been returned for meat, the students shall leave the dining room in the most respectful order, and shall not carry out with them any victuals nor any property belonging to the steward.

No student shall leave his room to remove to another without the permission of the steward.

No student shall make any noise either in the hours of study or amusement within or without the College to the interruption of those within disposed to study.

A committee that had previously been appointed by the board to review the studies taught in the English School recommended, and the board approved, that

hereafter reading, writing, English grammar, bookkeeping and geography shall be taught in the English school, except in cases where the pupil may be learning Latin or some other branch of education not taught in the English school—that, whenever the scholar commences learning Latin, he shall leave the English school entirely whatever other pursuits he may be engaged in. The committee beg leave also to recommend that all the schools, as have heretofore, shall be under the direction and control of the Principal of the College and the scholars shall be taught such branches of education as he may prescribe except in the

4. Ibid., July 8, 1819.

instances where parents or guardians may particularly request that they be taught particular branches.<sup>5</sup>

The board renewed Francis Waters's contract in October 1820. At the same time they agreed to pay him \$500 from the state donation and \$200 from any unappropriated funds, as well as such monies as might be realized from the mathematical and classical schools. The funds, so voted, enabled the principal to appoint Eli Bishop as an assistant. In addition, the board voted to retain Colin Ferguson, nephew of Dr. Colin Ferguson, as teacher in the English school.

### The Steward's Problem

The steward, his family, and the student boarders were housed in the west wing of the college building. For two years the steward's service seemed to function satisfactorily, as no complaints were recorded in the board minutes. When the board met on March 8, 1821, the principal presented a complaint registered by the students "on the subject of their accommodations by the Steward." In response, the board notified the students, teachers, and the steward that a meeting would be held the next day at 4 p.m. in the courthouse, at which time the students would be given the opportunity to express their grievances. The meeting was held, and, while there is no reference to those grievances, the president of the board informed those present that the board had given them serious consideration. He then proceeded to outline what the students should expect in the future.

On three days of the week you will have at your dinner both fresh and salted meat. On those days in which salted meat only is provided a plain dessert will be added to your dinner and on every day you will have two dishes of different kinds of vegetables. You are not restricted in the quantity of coffee at your breakfast and supper. In directing this bill of fare, the Board are of the opinion that they have given you quite as good a one as the steward can furnish for the price of board which he receives from you and confidently expects that it will be satisfactory to you.<sup>6</sup>

Having disposed of the matter of the menu, the president took the opportunity to discuss student conduct. He informed the students that the board was aware that several students were neglecting to observe the rules and regulations of the college and proceeded to explain why the

5. Ibid., January 11, 1820.

6. Ibid., March 9, 1821.

rules had been adopted. He warned that a continuation of such neglect would be dealt with according to the seriousness of the violations. In closing he said:

The Board anticipates, however, with satisfaction that your good sense and correct principles will induce you to think seriously of the folly and fatal consequences of such a course of transgression; and that you will be incited to adopt a plan of life and of attention to your studies which, while it will relieve them from the performance of a painful duty, will greatly gratify your parents, family and friends—add to your usefulness and respectability in society and insure yourselves the most permanent source of happiness throughout life.

A short time later the principal informed the board that three young men were found guilty of violating college rules. The guilty students were summoned to appear before the entire student body, at which time they were publicly admonished by the president of the board.

### Commencement, 1822

The date selected for the commencement in 1822 was May 2. The principal and faculty were directed by the visitors and governors to confer the degree of Bachelor of Arts upon Henry Page, David Campbell, and William Spencer; the honorary degree of Master of Arts upon Ezekiel Forman Chambers; and the honorary degree of Doctor of Divinity upon the Reverend William H. Wilmer and the Reverend Francis Waters. The exercises were very impressive, interesting, and, as the Board Minutes for that day record, “highly honourable to the graduates and most gratifying to the Faculty of the College, to the Visitors and Governors and to the numerous and highly respectable concourse of citizens and strangers.”

The board was sufficiently impressed with the service to appoint a committee to prepare for publication a description of the program and to have such publication widely distributed. Mr. Waters was requested to provide the full text of his message to the students and graduates.

### Appointment of Timothy Clowes

Francis Waters resigned as principal in 1823. In October of that year the board, after reviewing the qualifications of the candidates for the position, elected the Reverend Timothy Clowes. Dr. Clowes received the Bachelor of Arts degree from Columbia College, New York, in 1808. He entered the ministry of the Protestant Episcopal Church, being



ordained a deacon by Bishop Benjamin Moore in the same year. He served in his native state as deacon before being elevated to the priesthood in 1813. The following year he received the Master of Arts degree from Union College in New York, and in 1821 Allegheny College conferred the honorary degree of Doctor of Laws upon him. From 1821 to 1823 he was headmaster of Erasmus Hall Academy on Long Island. Dr. Clowes, like Dr. Smith before him, served in the dual capacity as principal of Washington College and rector of Chester Parish in Kent County, Maryland. Dr. Clowes assumed his duties in November, 1823.

To keep informed of the progress of the students, the board divided itself into four groups. Each group, serving in rotation for a period of one month, was delegated to visit the college during recitation periods to observe the moral deportment of the students in the steward's department and to examine into the progress of their learning.

### Curriculum Revision

In March, 1824, a committee of the board met with Dr. Clowes to review and, if necessary, revise the course of study in the college department as well as to determine the division of the academic year. As a result of these meetings, on April 2, 1824, the committee recommended and the board approved a revised program of studies. The recommendation also suggested that all students, both in the preparatory school and the college, attended divine service on the Lord's Day and study portions of the Greek Testament taken from Buchanan's Psalms, or other religious work assigned by the principal. Resident graduates wishing to pursue their studies further were invited to remain at the college provided they pay for their board. The tuition in the Grammar School was \$9 per term and in the college \$10 per term. The price of board was \$35 per term. Students were advised to bring their own beds and bedding and to arrange for their washing. To conduct this expanded program, the principal was authorized to engage two professors for the college courses and a teacher to conduct the English School in the town.

### Revival of the Lottery

Following Mr. Cooper's resignation, no effort was made to promote the lottery authorized by the legislature in 1817. This failure to act prompted the Commissioner of Lotteries for the state of Maryland to



request information from the board concerning its plans with respect to the lottery. As a result of this inquiry the board appointed a committee composed of Isaac Spencer, Isaac Cannell, and Richard Ringgold to consider and to report to the board the expediency of giving notice to the Commissioner of Lotteries of the board's intention of taking advantage of authority to conduct a lottery.<sup>7</sup> No further reference was made to the lottery until May 4, 1822, when the board appointed Isaac Cannell to confer with lottery brokers in Baltimore to ascertain what the possibilities might be for the sale of the lottery rights. Action was delayed until January 29, 1824. The minutes record the board's decision:

Whereas information has been received by the Board of a prospect of their being able to dispose by sale of the scheme of a lottery granted by the Legislature of Maryland for the benefit of Washington College, and believing that such disposition of it would be for the interest of the institution, it was therefore

Ordered that the President and Secretary of the Board do prepare and execute the Power of Attorney in proper form, on behalf of the Visitors and Governors of Washington College to contract for and dispose of the said scheme to any person or persons who may be inclined to purchase it. Upon the best terms he shall be able to obtain.

In conformity to the above order, a power of attorney was prepared and executed and delivered to Ezekiel F. Chambers, Esq. By March 6, Mr. Chambers was able to report that he had entered into negotiations with Mr. Palmer Cranfield of New York for the transfer of the college's lottery rights. At that time he was under the impression that the authorized amount of the lottery was \$50,000. Upon examining the law, he discovered his error and immediately informed Mr. Cranfield. He then filed an application with the legislature requesting that the amount of the lottery be increased from \$30,000 to \$80,000. Upon approval by the legislature,<sup>8</sup> a second agreement was concluded with Mr. Cranfield for the sale of the new sum. Cranfield agreed to deposit \$625 in the Farmers' Bank of Annapolis to the credit of Washington College, and on March 2 to deposit \$9,375 to the account of the college. In addition, he agreed to execute two notes, each for \$5,000, the first of which was to be paid to the college on March 2, 1825.

Mr. Chambers informed the board that he was ably assisted by Chancellor Johnston of St. John's College, who was one of a committee to contract with Mr. Cranfield for the transfer of the lottery rights of St.

7. Ibid., July 16, 1819.

8. *Laws of Maryland*, 1823, chap. 193.

John's College.<sup>9</sup> The latter stages of the negotiations for the Washington College lottery rights were conducted by Chancellor Johnston. Letters from the chancellor and Mr. Cranfield advised that two notes of \$5,000 each had been forwarded and received by the chancellor, who was holding them pending instructions concerning their disposition. Mr. Cranfield also advised that the sum of \$9,375 had been deposited on March 2 in the Merchants Bank of New York and that a certificate to that effect had also been sent to Chancellor Johnston. In his report Mr. Chambers expressed his appreciation to Chancellor Johnston and Dr. Rafferty for their cheerful cooperation during the course of the transactions.

As an expression of their appreciation for the services rendered by Mr. Chambers, the board adopted the following resolution:

Resolved unanimously, that the thanks of the Board be given to Col. E. F. Chambers for his very particular attention to the interest of the Institution over which we have the honor to preside both in obtaining for its enlargement of the legislative grant, and in disposing of it so beneficially for the interest of the Institution.<sup>10</sup>

Following the successful conclusion of the negotiations for the sale of the lottery rights, the board authorized the college attorney to purchase, in the name of the visitors and governors of Washington College, twenty shares of stock in the Baltimore Bank and ninety shares in the Farmers' Bank in Annapolis at a price agreeable to the board. Unable to invest the remainder of the funds at satisfactory terms, the board elected to invest those funds in the property of the community, in the form of loans. The conditions under which such loans were granted stipulated (1) that the borrower could mortgage real property unencumbered to the amount four times the sum lent; (2) that he have and be likely to have sufficient personal property to secure reasonable probability of payment from his personal estate in the event of his death; and (3) that in all loans to individuals the principal should be demanded, if interest was not punctually paid according to the terms of the contract.<sup>11</sup> The minimum loan was established at \$2,000. Numerous applications for loans were filed, and within a short time the funds were invested in such loans. This experiment in the business of lending money proved so satisfactory that the board continued to lend its surplus funds during the greater part of the nineteenth century.

9. St. John's College was authorized to conduct a lottery in 1821. *Ibid.*, 1821, chap. 46.

10. Board Minutes, March 6, 1824.

11. *Ibid.*, April 30, 1824.

## Maintaining Discipline

In July, 1825, five students were found guilty of having violated the rules of the college, for which they were reported to the board. The students were publicly admonished and warned of the consequences that would follow should further violations occur. As a result of this incident the board agreed that in the future, when a student violated college rules and regulations, the professor be authorized to inflict punishment on such student by the ferrule. This punishment was to be applicable to students over the age of sixteen years. Previously, the rule applied only to students under sixteen years of age.

## Charity Scholars

The General Assembly, having appropriated funds for the establishment of academies in the counties, expressed concern over the absence of facilities and opportunities for primary education at public expense. This concern led to the enactment of a bill to provide for the education of poor children in Kent, Cecil, Anne Arundel, and Montgomery counties.<sup>12</sup> The preamble of that bill reads as follows:

Whereas the want of an efficient and well digested system of county schools, calculated to diffuse the advantages of education throughout the State, has been long felt and sincerely regretted to every friend of morality and good government: And whereas the funds arising from the tax on bank stocks, and appropriated to the above purposes by an act of the general assembly passed at the November session eighteen hundred and twelve, is not yet sufficient to carry the Wise and benevolent intentions of the legislature completely into effect; yet viewing the incalculable advantages enjoyed by some of our sister states, where extensive school funds enable them to disseminate the blessings of education to every class of citizens, and believing that there is no practicable mode to accomplish so desirable an object in the present situation of the finances of the State, but by levying a moderate tax on the wealthy for the education of the poorer classes of society.

To provide funds for this purpose, the levy court in each county was authorized to levy on the assessable property in the county a tax of twelve dollars for each child reported in the census by the trustees of the poor. A supplement to this act, passed in 1820, provided “that every

12. *Laws of Maryland*, 1817, chap. 244. William Kilty, ed., *Laws Made and Passed by the General Assembly of Maryland* (Annapolis, 1816).

poor child above eight years of age whose parents or those under whose care he or she may be, are unable to pay the tuition of such child, shall have three years at public charge, including the length of time that such child may have been educated at public expense, prior to the passage of this act.”<sup>13</sup>

An act passed in 1823 required every school, academy, or college receiving funds from the state to furnish free tuition in all branches of learning taught at the institution. It also specified that school books be provided to at least one child for every \$100 received from the state. To insure compliance, each institution was required to submit an annual report to the legislature stating the number of poor children taught during the year covered by the report.

In response to this legislative enactment, the board publicly announced that it was prepared to proceed with the selection of poor children in Kent County. The trustees of the poor in each of the three districts into which the county was divided were entitled to recommend children from their districts to the board, which then selected one pupil from each district among those recommended. The recipients were referred to as charity scholars.

### A Disastrous Fire

Mrs. Sarah Blake was appointed stewardess at the college in March, 1826. She occupied the quarters vacated by her predecessor and was entitled to use the ground in close proximity to raise vegetables. It was her misfortune to see disaster strike the college through an incident related to her department. On the evening of January 11, 1827, the college building was completely destroyed by fire. The *Chestertown Telegraph* on January 12, 1827, reported the following:

Between the hours of seven and eight o'clock, last night (January 11), an alarm of fire was given in our village, it was soon discovered that it proceeded from Washington College. The fire originated in the cellar under the Common Hall or center building in a quantity of fodder and hay. It is not known whether it was the effect of an accident or design. Our village engine arrived on the spot a few minutes after the alarm was given, and (for a) while the flames were confined in the cellar, but owing to the scarcity of water could not extinguish them.

The fire continued to increase with redoubled fury, ascending through the

13. *Laws of Maryland*, 1820, chap. 86. Dorsey, *The Laws of the State of Maryland*, 3:2018.

Common Hall to the roof, and from thence extending along each wing, the whole building was soon wrapt in one sheet of vivid flames. We never witnessed a more awful and sublime sight. In a little more than two hours the whole building was destroyed.

One witness, present at the time, was inspired to express his impressions, which were published in the *Chestertown Telegraph* on February 9, 1827.

**On the Burning of Washington College**  
**Jan. 11, 1827**

This fabric, das'ling with effulgent glare  
Thy name, immortal Washington did bare;  
We saw it long Destruction's dart withstand,  
We saw it once the pride of our land,  
We see it now wrapt in devouring fire,  
The ruins hasting:—oh! misfortune dire.

See from each wing two fiery giants rise,  
Flame after flame in succession flies,  
Two smoking crowns their brilliant heads sustain,  
And from their mouths they spit a fiery rain,  
Like two proud conqu'ers coming from afar,  
Each stands upon his triumphant car.

With equal charity they both bestow,  
Reflected splendor on the scene below,  
Each emulates the other in his growth,  
The same unhappy fate attends them both,  
For rising far too high their crowns to bear,  
They bow, and rest upon the illumined air.

The central flame is lovely, brisk and small  
(Twas 'neath this flame we saw the curtain fall,)  
Its devastation silently go on,  
While from each lip we hear the cry "tis gone."

Tis gone, adieu, within thy walls no more  
Will we Appolo's golden shine implore;  
Why should the fates this awful hour decree?  
Why should they force fair science to flee?  
Why should the golden Vesta wield her sway  
O'er thee, O, Virgil, brightest of the day?

The train of heroes in the Roman line  
All share the same fate as thine;  
Thy deeds and theirs with Grecian Homer's fly  
In trembling ashes 'neath the clouded sky;  
No more within thy walls shall be entwined  
The wreath of knowledge round the youthful mind.



At midnight, when the world is wrapt in sleep,  
 The silent ghost may through thy ruin creep,  
 Stone upon stone before thy threshold lies,  
 And from thy walls we'll hear the owl's cries,  
 Oblivion soon his mighty power shall show  
 And thou shalt mingle with the dust below.

The day on which the fire occurred, Dr. Clowes was away from the campus engaged in performing a marriage ceremony. As he was returning home, he saw the reflection of the fire on the horizon. By the time he reached the college, it was too late to save all his belongings. The *Telegraph* reported that Dr. Clowes's loss in the mutilation of books was near \$1,000. Joseph Duncan, the vice principal, suffered the heaviest loss, as the fire consumed every article of property he possessed.

The board lost very little time in providing accommodations for the principal and his family and for the continuation of classes. An agreement was made to rent a house in Chestertown—"lately occupied by Mr. John Hackett"—for the year 1827 at a cost of \$130, of which \$50 was to be expended for the repair of the building.

In looking forward to the construction of a building to replace the one recently lost, the board seriously considered conducting a second lottery. However, upon examining their previous contract with Cranfield they found that "neither they, nor their successors or assigns should apply for or obtain any other grant for a lottery or lotteries from the General Assembly of Maryland during the term of ten years from the date of said compact."<sup>14</sup>

It was decided to appeal to Cranfield to waive the restriction. Mr. Chambers, who was in Washington sitting in the United States Senate, was asked to approach Cranfield on the matter of a waiver. When Mr. Chambers reported that he was unable to induce Cranfield to agree, the board sought other means to secure the needed funds. The *Chestertown Telegraph* reported (February 2, 1827) that Dr. Clowes had been commissioned to seek aid from the liberal citizens of the United States. Part of his assignment was to proceed to the city of Washington to contact prominent people there. Evidently that mission failed, as there is no evidence to indicate otherwise. In the meantime, a petition was submitted to the General Assembly requesting legislative approval of a grant for the erection of a new building. The concluding paragraphs of that petition read:

14. Board Minutes, January 13, 1827.



The undersigned in concluding this address, would state, that they conceive the Institution in whose behalf they are engaged, presents strong claims to the favorable attention of the Legislature. It is one of the oldest literary establishments in the State. It is also the Alma Mater of many of its most distinguished sons. It is the only College in the extensive peninsula East of the Chesapeake Bay. The benefactions of individuals to a very large amount have been given under the pledge of state protection and support. It has had to encounter great and peculiar difficulties by fire, it addresses itself at this moment, with peculiar claims, to the liberal sympathies of the Legislature.

In addition to other considerations, we the undersigned would represent that this College was designed by a grateful people as a monument to the Illustrious Washington, who, while living, regarded this institution with affectionate sensibility and paternal solicitude. The same reasons, which induced the patriotic members of the Legislature, at the close of the Revolutionary War, in the depressed state of the public treasury, liberally to endow this college, and for many years to continue its patronage, seems now to call upon the Legislature at a time of public prosperity, to rebuild this most appropriate and useful monument, to the First of Men, the Greatest Benefactor of his Country.

A resolution to appropriate \$10,000 for the rebuilding of the college was introduced in the House of Delegates, but its sponsors were unable to secure the necessary votes for its passage. Unable to obtain assistance to proceed with a rebuilding program, the college was destined to survive on the most meager resources, conducting classes for the next twenty years in rented houses in Chestertown.

In the meantime, the visitors and governors continued to direct their efforts to the problem of reconstructing the building. A committee was appointed to examine the condition of the walls of the two wings to determine whether or not either wing might be rebuilt. After extensive examination, it was agreed that this was not possible. The committee was therefore authorized to sell the bricks from the ruins at a price of four dollars per thousand. In addition, an advertisement was placed in the local paper requesting those persons who had removed property from the college premises to return the same.

### Resignation of Dr. Clowes

On April 18, 1829, Dr. Clowes submitted a proposal to the board for its consideration.<sup>15</sup> The board responded on June 9, 1829, that it could not accept the proposal, stating further that his agreement with the board was

15. There is no trace of Dr. Clowes's letter to the board. The only evidence of such a letter is the reference made to it in the Board Minutes for June 9, 1829.

dissolved as of that date. Advertisements were placed in the newspapers inviting interested candidates to make application for the position by August 1, 1829. From the list of applicants, the board selected Peter Clark, a graduate of Union College in Schenectady, New York, of the class of 1827. Clark had previously spent three years at Dartmouth College. He served as principal until July, 1832, and was succeeded by Richard Williamson Ringgold, who held the position for the next twenty-one years.

## The Ringgold Administration

Richard Williamson Ringgold was born in Kent County, Maryland, in 1803. He was a direct descendant of C. Thomas Ringgold, who had immigrated to Kent County in 1650, and the son of James Ringgold and Sarah Williamson, daughter of John Williamson, an early resident of Kent County. Richard entered Princeton College as a freshman in 1817. In 1820 he was granted an honorable leave of absence, returning in November, 1822 as a junior. He was graduated in 1824 with the degree of Bachelor of Arts. Princeton conferred the degree of Master of Arts upon him in 1833.

Following his graduation he returned to Kent County where in 1825, he announced to his friends and the public generally "that having been admitted to the bar, he had opened an office in Princess Street, Chestertown, in the house formerly occupied by William H. Barroll. He trusts that by strict attention to his professional duties, he will give ample satisfaction to those who may employ him to transact their business."<sup>1</sup>

Two years later he announced his candidacy for the Maryland legislature and was successful in his bid for election.<sup>2</sup> He served several terms in the legislature.

In 1832 the visitors and governors invited him to become principal of the college. He undertook those duties and responsibilities at a time when the college was in its most desperate straits. Five years had elapsed since fire had destroyed the college building, and the debris left by that conflagration had not yet been cleared away. Classes were conducted in rented quarters in Chestertown. The sites of these houses have been variously identified as the Hynson House, the Customs House, and a house situated

1. *Chestertown Telegraph*, 1825.

2. *Ibid.*, September 14, 1827.

at the corner of Mill and High streets, where, in later years, an elementary school was erected.<sup>3</sup>

Mr. Ringgold's contract was similar to that agreed to by Dr. Waters except for a provision enabling the board to place as many as eight charity scholars under his care. These scholars were to be taught by him free of charge. For all other scholars in his department, Mr. Ringgold was to receive the tuition fee.

The board appointed James M. Spencer to conduct the English School. Spencer remained in that position for only one year. When he learned of Spencer's intention to resign, Ringgold submitted the following proposal to the board:

I see no prospect of any increase in my school: on the contrary, I shall soon have only six students, who are not educated upon the funds of the College. In consequence of this situation of my department, you will have to pay me for my services the current year, at least seven hundred and sixty-eight dollars. I think that these mutual inconveniences can be remedied, if you will permit me to take charge of both departments, when Mr. Spencer's time of service expires. That I could do this with justice to the students of the different branches of education I am satisfied from experience. By strict disciplining and classing, I believe that one person may teach forty or fifty without neglecting any, and when a teacher performs his duty, I believe youth will learn faster in a school of this number than in a school of eight or ten, because ambition is excited in proportion to the number of competitors.<sup>4</sup>

He then proceeded to demonstrate to the board the financial advantages that would accrue to them as well as to himself. In the end, the board accepted his proposal. He continued to conduct both schools until August, 1835, at which time the Reverend Clement F. Jones was appointed teacher of the English School.

On August 5, 1837, the board received the following request from the principal and vice principal:

We the undersigned, instructors of Washington College respectfully request, that you take into consideration the expediency of extending the holidays of the institution. The holidays allowed by the present regulations are considerably shorter not only of those of any other college, but of any academy or private school within our knowledge. The opinion has always been entertained, that in the heat of the summer the bodies and minds, of pupils require prolonged relaxation; and, that their progress in study is so comparatively slow and inconsiderable, as to render the loss of time by vacation unimportant. Hence there has ever been allowed to teachers and scholars the privilege of a

3. Gilbert W. Mead, "A Chapter of Washington College History," *Washington College Bulletin* 12 nos. 3-4 (1934):4.

4. Board Minutes, August 9, 1833.

lengthened intermission in the summer. One consideration peculiar to the present case arises from our climate. A number of the students cannot in the sticky season endure a long confinement in a close hot room, without increasing their liability to the attack of disease. When the atmosphere is tranquil, an effectual ventilation of the schoolroom becomes impracticable, and corruption of air ensues, the scholars also are dismissed and assembled under the rays of the noontide sun, to which they always expose themselves much more than necessity requires and more than they would if at home under the watchful eye of their parents. It is not however in their behalf merely that we address you, we desire a longer period of recreation for ourselves, for recruiting and establishing our strength bodily and mentally. Such recreation is probably more needful to us than for them in proportion as our duties are more arduous and exhausting. It is a privilege universally allowed to other instructors throughout the United States and we perceive no valid reason for denying it to us. With great respect therefore we request that you would so alter the college rules, as to allow us four weeks of intermission in the summer and one week at Easter and Christmas and the whole vacation would then be six weeks amounting to only one week above the time allowed by existing regulations.<sup>5</sup>

It was not until two years later that the board acted upon the request, when it agreed that the summer vacation should begin on the last Friday in July. Classes would then convene on Monday, four weeks later. One week was set aside for Christmas and one week for Easter, the Easter holidays to commence on Good Friday.

### Plans for a New Building

All efforts to secure financial assistance for the construction of a new building having failed, it is not surprising that some members of the board were less than enthusiastic about the future of the college. It was not until six years after the fire that the board took action looking forward to the construction of a building. At that time a resolution was passed stating "that when a college edifice is to be erected it be put upon the Free School Lot."<sup>6</sup> A committee was appointed to secure estimates and plans for a house that would be suitable for the purpose of a college, "which shall not exceed the cost of six thousand dollars." The following February the committee submitted a plan for a building they believed could be built for the sum named in the board's instructions.<sup>7</sup> Their plan proposed

5. Ibid.

6. Ibid. This is the location of the old Kent County School.

7. Ibid., February 12, 1834.

a two-story house, sixty feet by forty, a cellar under the whole house to be eight feet high in the clear, four feet of it below and four feet above the ground. The first story to be twelve feet high in the clear, to have an entry passage through the center of the building twelve feet wide, and two rooms of equal size on each side of the entry, the adjoining rooms to be connected by a large folding or sliding door, and a fireplace in each room. The second story to be ten feet in the clear and in all respects the same as in the first story. A stairway from the cellar to the garrett. In the first and second stories the stairway to be in the entry.

The committee went on to say they did not feel they had the authority to employ an architect or a skilled "mechanic." Consequently, they relied upon such information as they could gather, in addition to their own limited knowledge and experience. The report suggested that appropriate funds be allocated to employ a person knowledgeable in estimating the cost of materials and labor before proceeding with the proposed project. The board authorized the committee to secure the services of such a person, at a cost not to exceed thirty dollars.

### *No Agreement on Building Site*

The next year James E. Barroll and James B. Ricaud were added to the Building Committee.<sup>8</sup> Several days later, Ezekiel Chambers moved that the board reconsider establishing the site of the new building, suggesting that it be erected on College Hill. The motion was favorably received by a majority of the members present. It was further agreed that Mr. Burchinal's plans for the building be accepted. In protest to the proposal to rebuild on College Hill, Messrs. Eccleston and Hollyday resigned from the Building Committee. As replacements the board appointed Joseph Wickes and Richard Ringgold.

On October 2, 1835, the board rescinded its motion to build on the College Hill when James E. Barroll moved that the Spencer property be purchased. The motion was passed unanimously provided the purchase could be made for \$3,000. A committee consisting of J. B. Eccleston, J. B. Ricaud, and G. S. Hollyday was appointed to examine the title and contract and to make an offer of purchase. The committee reported that the owners refused to sell the property for the amount offered. On November 30, 1835, the Board again resolved that the new building, when erected, should be located on College Hill. The secretary was instructed to prepare advertisements calling for bids on the plan prepared by Mr. Burchinal. When the bids were received and studied, the board decided

8. Ibid., April 13, 1835.



not to accept any of them, so progress on the new building was further delayed. On August 5, 1837, the president of the board and Mr. Barroll were appointed a committee to sell the Free School Lot on the same terms as other college property upon the credit of one, two, or three years with interest. Unable to sell the lot for the unexpired term of ninety-nine years beginning January 1, 1784, and expiring January 1, 1883. The lot was to be divided into two sections and sold at fifty dollars an acre. With the sale of the Free School Lot, it would appear that the board had finally committed itself to erecting the new building on College Hill.

On February 8, 1838, Mr. Chambers, who was the most ardent supporter for the proposal to locate the new building on College Hill, proposed that a competent person be employed to superintend the construction of the new edifice. Efforts were directed to prepare the ground where construction was planned, and an advertisement was placed in the local paper inviting bids for the removal of the debris from the site of the old building. Later,<sup>9</sup> Mr. Hugh McEldery, in a letter to Senator James A. Pearce, a member of the board, recommended several contractors whom he thought might be interested in negotiating a contract for the construction of the new building. The secretary was instructed to write to each of the gentlemen named, as well as to a Mr. Burchinal of Chestertown, inviting each to submit a proposal with estimates of costs, both for their service as superintendent as well as for material and labor.

### *Further Delay*

In response to his invitation, Mr. Hess, of Baltimore, visited Chestertown and met with the Building Committee. The outcome of this meeting was so disappointing that the board announced that construction would be delayed temporarily. Mr. Hess was compensated thirty dollars for expenses.

For the next five years the question of constructing a new building was not seriously considered. In 1843, a committee was appointed to investigate the possibility of purchasing a suitable building in Chestertown. The committee conducted a search, and in response to their inquiries, several proposals were received and were presented to the board. During the discussion on these proposals, Mr. Barroll moved that the resolution of 1835, establishing College Hill as the site for the new building, be rescinded. Mr. Ricaud moved, as a substitute motion, that the board proceed immediately with the construction of a new building. The yeas and nays for the substitute motion were recorded as 6 to 2 in its favor. Follow-

9. *Ibid.*, April 17, 1838.

ing this vote the board agreed to adjourn until 8 p.m. the same day. During the period of adjournment, those opposed to College Hill as a site for the new building rallied their forces with the hope of reversing the action taken earlier in the day. Shortly after the evening meeting opened, Mr. Eccleston moved that the resolution of 1835 be rescinded. The vote on the motion as recorded in the minutes reads:

Yeas: Messrs. Eccleston, Hollyday, Barroll, Worth  
and J. F. Gordon 5

Nays: Messrs. Chambers, J. N. Gordon, Wickes, Pearce,  
Houston and Ricaud 6<sup>10</sup>

And so, by a majority of one vote, the board decided to proceed with plans to construct a building on College Hill.

Having finally resolved the issue, the president of the board appointed Messrs. Chambers, Pearce, and Ricaud as a Building Committee with authority to negotiate a contract with Mr. Elija Reynolds to proceed with construction. The treasurer was "ordered to pay to the order of the committee from time to time such money as shall be required for the erection of the college building, and that when the building shall be completed shall furnish an account showing the expenditure of the same provided further that no greater sum than \$5,800 shall be paid to the committee without further order of the Board."

Mr. John B. Eccleston, a consistent opponent of the project, requested that the minutes of the board record that he "was opposed to all proceedings which went to erect the building on College Hill."

### *Construction*

By spring the site had been cleared and the foundation for the building laid. The ceremonies accompanying the laying of the cornerstone were described by the *Kent News*.

On May 4, 1844, a large assemblage of people convened and moved in procession from the Court House yard to College Hill in the following order:

Citizens two by two, students two by two, the President and Professors, Register of Wills and Clerk of the County, Justices of the Orphans Court, Members of the Bar, Judges of the County Court, Alumni, the Reverend Clergy, Architect of the Building, Visitors and Governors of the College, Building Committee.

On arriving at the Hill the Visitors, faculty and clergy occupied the platform erected for the purpose. The entire space within the exterior basement walls was provided with seats for ladies, the gentlemen were arranged around

10. Ibid., September 6, 1843.



COLLEGE BUILDING, ERECTED 1845

the building. Various articles, the Charter of the College, the names of the Visitors and Governors, the faculty, sundry newspapers of the day, and a specimen of several kinds of national coin were placed in a neat zinc box, which was placed in the corner stone and covered by a marble slab which protects it. The corner stone was then laid with impressive ceremonies. Hon. E. F. Chambers performed the duty this time, which was performed for the original college by his Excellency, Governor Paca. The stone is of white marble and bears the following inscription:

Founded in 1783  
Destroyed by Fire in 1827  
Rebuilt in 1844

The President, Richard W. Ringgold, then delivered an address in which he reread the history of the College and passed a high and merited eulogium upon the patriotic, intellectual and moral character of the original founders and patrons of the College, and especially the noble-hearted energy and generous Christian devotion of the Rev. Dr. William Smith.

The exercises were closed with prayer by Bishop William R. Whittington, Protestant Episcopal Bishop of Maryland.

Work on the building progressed during the remainder of the year. Several additions to the original contract included the construction of a roof on the cupola, the installation of a lightning rod with a gold point, and the placing of blinds on the attic windows. When this work was com-

pleted, the treasurer was directed to pay Mr. Reynolds the balance due him.

On January 1, 1845, the college returned to the "heights from which they had been 17 years absent, and the lamp of learning shone again from the spot on which William Smith had planted it 63 years before."<sup>11</sup> The completion of the building and the return to the original campus provided impetus for a renewed growth of the college.

In preparation for the classes to be conducted in the new quarters, Mr. Green, professor of mathematics and natural philosophy,<sup>12</sup> informed the board that additional philosophical apparatus was required to conduct courses in his department. In response, the board appointed a committee to prepare a list of apparatus considered to be necessary, stipulating that the expense of such equipment should not exceed the sum of \$1,333. Green was instructed to journey to Baltimore to purchase the necessary apparatus, using the credit of the college.

Rowland Watts,<sup>13</sup> a former professor at Washington College, described Green as a young man of rare ability and powers as a teacher. Green, who was appointed to the faculty in 1843, designed the terrace upon which the new building was erected. His name is inscribed on the cornerstone of that building as Benjamin F. Green, vice principal. He remained at Washington College until 1846. Later he went to Rensselaer College, where he was that school's first senior professor.<sup>14</sup> In 1849 he wrote "The True Idea of a Polytechnic Institute," which was published in 1855.<sup>15</sup> This report was to have a great influence on the development of polytechnic institutions in this country.

### The First Catalog

A pamphlet was prepared by the college in 1844 and printed by John D. Toy of Baltimore; this may have been the first catalog distributed to the general public. The opening pages contain a historical sketch of the college, written by the principal, with an appeal to the public for its sup-

11. *Kent News*, December 21, 1844.

12. The term *natural philosophy* was applied to subjects that are found under the rubric of physics in colleges and universities today.

13. Bernard C. Steiner, *History of Education in Maryland* (Washington, D.C.: U.S. Government Printing Office, 1894), p. 88.

14. Rezneck, S. "B. F. Green's Scientific Career," *Rensselaer Review of Graduate Studies*, no. 52 (May, 1968).

15. "The True Idea of a Polytechnic Institute," a facsimile reprint from the report of Benjamin Franklin Green, Rensselaer Polytechnic Institute.

port of the institution. Then followed a list of the visitors and governors. The faculty included the following: Richard W. Ringgold, principal and professor of the Greek and Latin languages and literature; B. Franklin Green, vice principal and professor of mathematics and natural philosophy; Rev. Clement F. Jones, D.D., professor of mental and moral philosophy; Peregrine Wroth, M.D., professor of chemistry and physiology; and Hon. J. A. Pearce, M.A., professor of law.

To enter the freshman class "every candidate must have completed his fourteenth year, and must present testimonials of good moral character. These conditions shall be answered before any further steps in the examinations." The courses of study were arranged in four divisions: classical, mathematical and physical, rhetorical, and philosophical and historical. The title and author of the textbooks for each division were listed. The announcement that examinations were to be conducted twice a year specified that those for the winter term would be held in March and those for the summer term in August. The examinations, so the pamphlet informs us, were to "be conducted in the presence of the Faculty, students, the Board of Visitors and Governors, or a committee of such persons, citizens and strangers, as may choose to attend."

Costs were listed as follows:

	<i>Winter</i>	<i>Summer</i>	<i>Total</i>
Tuition	\$20.50	\$14.50	\$ 35.00
Board	52.00	36.00	88.00
Washing	6.50	4.50	11.00
Total	<hr/> \$79.00	<hr/> \$55.00	<hr/> \$134.00

The college also conducted a grammar school. Classes were held for the first time in the new building on January 1, 1845. Annual examinations that year were held on August 18 and 19 and were witnessed by members of the board as well as some gentlemen from the community. The minutes report that the examinations were highly pleasing to the board and that the system of instruction was thorough. At the close of the examination period, the Honorable E. F. Chambers, president of the board, complimented the students for the excellence of their work and their general attention to discipline. Following the examination period, the students were dismissed for the summer vacation.<sup>16</sup>

16. *Kent News*, August 23, 1845. The minutes of the board for the period 1844-50 are sparse and irregular. Frequent reference to the *Kent News* was necessary to secure information on happenings at the college.



### Washington's Birthday Celebration

An indication of the renewed enthusiasm at the college was demonstrated by the program prepared for the celebration of George Washington's birthday in 1846. The festivities were held on February 21, beginning with a procession of students and faculty. As the procession reached the outskirts of the town, it was joined by members of the board as it continued to the courthouse, where an audience of ladies and gentlemen was assembled to witness the program. The exercises included presentations by students of the collegiate department and grammar school, as well as an address by the principal. The *Kent News* in its February 28 report of the ceremonies stated that

the exhibition in the Court House in Chestertown on Saturday last, on the 21st of February, by the students of the College, was not only highly gratifying to a very large audience of ladies and gentlemen there assembled, but was exceedingly flattering to the professors in that institution and creditable to the Visitors and Governors of the College, under whose auspices the beautiful edifice was erected on the salubrious site of Mt. Washington.<sup>16</sup>

### Commencement, 1846

While no candidates were eligible for the degree of Bachelor of Arts in 1846, appropriate ceremonies were held at the conclusion of the academic year in the courthouse. The program was preceded by the usual procession of students and faculty. The courtroom was filled to overflowing, there being a large attendance of women. Students from the collegiate and grammar schools participated. A musical program was presented by a class of fifteen students, the first to be presented at a commencement of the college. The program was concluded by an address delivered by the Honorable Judge Chambers. The degree of Master of Arts was conferred upon William H. Spence, Rev. J. T. Cooper, Rev. William H. Bordley, Hon. Samuel M. Harrington, Dr. William Maxwell, James B. Ricaud, Esq., and Dr. James Bordley. All recipients were former graduates of the college who had not previously received the honor, though they had earned it some time ago.

### A Petition for Funds

The following year (1847), the visitors and governors petitioned the General Assembly requesting than an annual grant of \$1,500 be appro-



priated to the college in order to insure its stability. The measure was defended in the House of Delegates by Chambers Wickes, the delegate representing Kent County in the House. The introduction of this bill encouraged the *Kent News* to write a series of articles in which the fiscal relations of the state and the college were reviewed. The editorial reported that the state, having allocated \$800 to the college in 1812 for the purpose of instructing eight students at \$100 per pupil, had reduced that sum in 1834, when it allocated \$300 of the \$800 to the Millington (Maryland) Academy. The following year, in order to insure that the funds were properly utilized, the General Assembly passed an act stating

that the Trustees and other person or persons, or bodies corporate of the several schools, academies and colleges, as aforesaid, who may refuse or neglect after having been required to do so, to comply with the requisitions of the Acts of Assembly, passed at the December session, eighteen hundred and thirty-three, chapter one hundred and forty-one, requiring said institutions to educate and furnish books to at least one poor child for each one hundred dollars received, then in that case, the treasurer of the Western Shore is authorized and it shall be his duty to withhold said donation until the requisition of said act shall be complied with.<sup>17</sup>

In 1839, the General Assembly voted to distribute the funds allocated to Kent County for schools as follows: Washington College, \$500; Millington Academy, \$200; and Shrewsbury Academy in Georgetown Cross-roads, \$100.<sup>18</sup>

Evidently some discussion relative to the possibility of bringing suit against the state was raised at this time to test the legality of the Act of 1805, which annulled the annual donation voted by the General Assembly in 1784 and made "in perpetuity."<sup>19</sup> To institute such a suit required the consent of the state, which consent the state refused to grant.

In the meantime the petition to the General Assembly requesting an annual appropriation of \$1,500 had been approved. That act authorized the treasurer to pay the Visitors and Governors of Washington College "the sum of fifteen hundred dollars annually, in addition to the sum now payable to them." The grant carried the proviso that the sum should be accepted in full satisfaction of all legal and equitable claim the visitors and governors may have been supposed to have against the state. In consideration of this grant, Washington College was expected to board and educate one student from each of the counties on the Eastern Shore,

17. Dorsey, *Laws of the State of Maryland*, 1835, chap. 351.

18. *Ibid.*, 1839, Resolution 35.

19. The *Kent News* reported that as a result of the Act of 1805 the college had been deprived approximately of \$108,066.66.

in all branches of learning taught in the college. In addition, each of the eight scholars was to be provided with all necessary books and stationery. The Orphans Courts in the respective counties were to have the exclusive power to select the pupils eligible for admission to Washington College. The scholarship thus provided to the pupil was not to extend beyond a period of five years, and no pupil under twelve years of age was to be admitted. In a previous regulation, admission to the college department had been restricted to youths fourteen years of age and over. Because of the limited opportunities for preparing the student to enter college work, the scholarship as established provided five years, the first year presumably as a preparatory year for college.

From the records available, this appears to be the first of several acts of the General Assembly providing funds for the establishment of scholarships at Washington College.

### Commencement, 1849

The commencement exercises held in August, 1849, were notable because degrees were conferred upon the first graduating class following the return of the students to College Hill. The recipients of the Bachelor of Arts degree at this time were William Armstrong, Eben F. Perkins, James M. Vickers, and William J. Wroth. Commencement exercises were held in the courthouse, from 10 a.m. until 3 p.m.; needless to say, such a long program was probably tiresome. Fortunately, musical interludes provided some relief for the audience in attendance.<sup>20</sup>

### Washington's Birthday, 1850

The Washington's Birthday program for 1850 was held on February 22 under the sponsorship of the Mount Vernon Literary Society. Thomas Briscoe, a member of the society, read Washington's "Farewell Address." This was followed by an address by William J. Stone, Esq. The first mention of the Mount Vernon Literary Society in Board Minutes came at this time, even though the society had been founded in 1847 by students interested in the development of literary talents. It continued to be an important student activity well into the 1960s. During the last

20. *Ibid.*, August 18, 1849.

half of the nineteenth and the first half of the twentieth century, it was one of the most active student organizations.

The Reverend Clement F. Jones resigned from the faculty in 1850, having served the college for fifteen years. During that period he was the rector of Chester Parish. During his long tenure as rector and as a professor at the college, he earned the friendship and esteem of many local residents.

The next year, 1851, Mr. Samuel Towner Rogers resigned as professor of mathematics and natural philosophy, a position he had held for five years. Upon leaving the college, Professor Rogers accepted the position as principal of the Easton Academy, Easton, Maryland.

### Richard W. Ringgold Retires

On July 20, 1853, after twenty-one years of service as principal, Richard Williamson Ringgold informed the Board of Visitors and Governors: "I shall resign my office as Principal at the end of the present year." He accompanied his resignation with a statement outlining the condition of the college

as it may be useful to you in answering the inquiries of those who may apply for the office of Principal.

The statement incorporated the following information:

Number of paying students, the present collegiate year commencing last October	27
Number of beneficiaries	13
Total	<u>40</u>

There are three vacancies of the Town beneficiaries, included in the number forty. At the end of the last Winter Session, three students left the school. At the commencement of the present Summer Session three others joined the school, so that we have the same number for each of the two Sessions of this collegiate year. The two years immediately preceding the present year, we had thirty-one students. Six years since, during one session we had sixty-one students. The number this year is about an average of the number, since we commenced the school in the present building. We have seventeen boarders in the College. Of this number eight are Beneficiaries. The average number of boarders during my administration is sixteen.<sup>21</sup>

Upon retiring, Mr. Ringgold returned to his farm in Kent County, where he continued to be active in public life. He was elected to the Constitutional Convention of Maryland in 1867 and actively participated in the

21. Board Minutes.

discussions of that body. Later he accepted the position as Examiner of Public Schools in Kent County, a position he held until he was compelled to resign because of poor health. He died August 23, 1873, at seventy years of age.

Richard Ringgold's twenty-one-year tenure represents the longest period of service for any principal, or president, of the college to date. His were difficult years, years during which the prospects for success were probably at their lowest. Coming so soon after the destruction of the college building, and witnessing the disappointments of the board in its efforts to secure financial assistance for a rebuilding program, Mr. Ringgold demonstrated courage in accepting the position. Functioning in temporary quarters and watching the board engage in disputes over the site of the proposed new building were not the most encouraging signs for Mr. Ringgold. Yet, in spite of all his difficulties, he carried on, eventually restoring some degree of respectability to the college.

He was fortunate in one respect. He was ably supported by such men as Ezekiel F. Chambers, Joseph Wickes, James B. Ricaud, and Senator James A. Pearce; Mr. Chambers, in particular, was a tower of strength in this struggle. From the combined efforts of these men new life was injected into Washington College, as was demonstrated by the success of Dr. Water's administration.

## The Reappointment of Francis Waters

In December, 1853, the board elected Dr. Francis Waters as principal of the college. Dr. Waters had previously served in that capacity during the years 1818–23. Following his resignation in 1823, he returned to Somerset County, where he remained until 1828. In that year he moved to Baltimore, where he opened a private school. In 1835, he moved his school to Franklin, near Baltimore. During a conference of the Methodist Protestant Church, Dr. Waters was appointed to a committee that was instructed to establish a theological and literary school for the education of itinerant ministers of that denomination. The school was established in Windsor, Maryland, and continued for three years before it was compelled to close its doors for lack of patronage and financial support. Returning to Baltimore in 1846, Dr. Waters joined with Drs. Ball and Lipscomb in establishing a female seminary. Later, in 1849, he was appointed principal of the Baltimore High School, where he remained until 1853. He resigned this position to accept the presidency of Madison College in Uniontown, Pennsylvania. He was not happy at Madison and resigned when he was invited to the principalship at Washington College.

### Solicitation of Funds

Shortly after Dr. Waters was appointed, the board distributed a circular throughout the Eastern Shore entitled “A Respectful Appeal on Behalf of Washington College.” The circular announced that it was the intention of Washington College to embark upon a program designed to meet all the desires and demands of the Eastern Shore with respect to education.

This would include provision for domestic accommodations for the health and comfort of the students as well as the addition of such new teachers as circumstances would seem to require. To accomplish these goals, an appeal for financial assistance was also planned. It was the hope of the board that the response to this appeal would enable them to proceed with the contemplated improvements and to endow professorships. The circular was signed by E. F. Chambers, president of the Visitors and Governors of Washington College.

As part of the general appeal, the college offered to sell scholarships of limited or perpetual duration. Prospective subscribers to the scholarship program received a form similar to that which appears below:

We the subscribers do severally promise to pay to the Visitors and Governors of Washington College, in Chestertown, Maryland, the sums for which we subscribe to be applied, first to the erection of additional buildings for the use of said College and then to the permanent endowment of the same—to be paid on or before the first day of August eighteen hundred and fifty-four without interest until that day. Subscribers for scholarships for three years pay fifty dollars for each—for five years, seventy-five dollars and for ten years, one hundred dollars. Certificates stating the periods subscribed will be issued upon payment of the amount subscribed.

To solicit the funds and to sell the scholarships, the board appointed R. H. Ball as agent for the college. The campaign made very slow progress, and in June Dr. Ball resigned. By August 17, 1854, the total amount received was \$1,555.

### Planning New Physical Facilities

Having initiated its campaign to raise funds for an expansion program, on February 7, 1854, the Board appointed a committee "to inquire into the number of boarding students in the College, the probable number that may be expected as boarders, the time when they may be expected. . . ."<sup>1</sup> The committee was also instructed to consider the sufficiency of existing facilities for the accommodation of any anticipated increase. Should they find that an additional building would be required, they were to provide an estimate of cost for its acquisition. Ten days later, the committee reported that eighteen boarders, including the grandson of the principal, were in the college. The students occupied the four lodging rooms in the

1. Board Minutes.



attic of the building, making the average a fraction over four in each apartment. Two more students were expected daily, which would increase the average occupancy to five for each apartment. As the apartments were not over six and one half feet from floor to ceiling, proper ventilation would present a difficulty. The committee expressed the view that no more than five boarders should be permitted to occupy one apartment. More than this number, they suggested, would endanger the health of the occupants.

As to the accommodations for classes, the committee reminded the board that of the three recitation rooms in use, two were in the basement and the third room was reserved for philosophical apparatuses. These facilities, in the opinion of the principal and the committee, were not sufficient to accommodate more than sixty students without uncomfortably crowding them. There was a strong possibility that enrollment would increase two fold before the end of the year, in which case additional facilities would be essential.

Under the circumstances, the Board instructed the committee to obtain plans for an additional building or buildings and to be prepared to submit those plans at the next board meeting. Five days later, the plans presented by the committee were rejected because no estimate of cost had been submitted. The secretary was, therefore, instructed to communicate with Mr. Elija Reynolds, who designed the building erected in 1844. On March 16 he presented several plans, accompanied by estimates of cost. Following his presentation, the board asked him to prepare plans for two buildings, one to be erected east and one to be erected west of the existing building. Following the board's review of the plans, Mr. Ricaud moved that they be made available to Messrs. Dodd, Evans, Ringgold, and Smith, and to other contractors who might be interested in presenting an estimate of costs for the construction of the buildings.

The lowest bidder was Mr. W. Ringgold of Millington, Maryland. He was awarded the contract, and while the plan he proposed for altering the front of the buildings was accepted by the board, they insisted that all other details of the plans proposed by Mr. Reynolds should be retained. Having proceeded this far, it became necessary to decide whether to authorize the construction of one or two buildings. The board finally decided that both buildings should be erected, reserving the right to withdraw one of the buildings at any time within four weeks "from that date." Judge Chambers and Messrs. Westcott and Ricaud were authorized to complete the contract with Mr. Ringgold.

*Plans for Making Bricks*

Several members of the board expressed the view that the cost of construction might be reduced if the college could manage to have the bricks manufactured in Chestertown. When the board met on April 8, its president was requested to communicate with H. F. Smith of Baltimore, concerning his brick-making machine. After the contract with Mr. W. Ringgold had been signed, Mr. George Vickers and Dr. Wroth were appointed a committee to negotiate with Dr. Whaland to purchase clay for the bricks and to select a location for the brickyard. Judge Chambers was instructed to employ such laborers as would be required for the operation. These preliminaries being disposed of, Judge Chambers and Mr. George B. Westcott were appointed to go to Baltimore to inspect the Smith brick-making machine. They were authorized to purchase the machine if they deemed it advisable, and to employ an experienced operator. To supply power for the machine, the college representatives were advised to secure two horses or two mules. Arrangements were also to be made to procure the proper grade of sand from Havre de Grace.

On April 29, 1854, Judge Chambers and Mr. Westcott reported their decision to purchase the machine after Mr. Smith had assured them that, when the college had made as many brick as they needed, he would be happy to repurchase it.<sup>2</sup> Concerning the purchase of horses to supply power for the machine, they thought it would be more reasonable to hire horses by the day than to purchase them and to bear the expense of feeding and housing them.

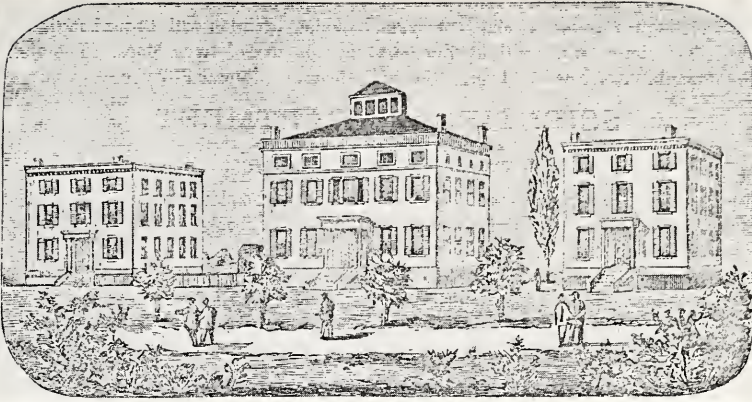
Pere Chambers was employed to transport sand from Havre de Grace at a freight charge of four cents a bushel, with the understanding that if he failed to deliver the sand on time for the brick-making process, the freight charges would be forfeited.

In May, 1854, the board, having examined the ground where the brickyard was to be located, authorized the president to conclude an agreement with Pere Chambers and to arrange for the possible damages that might result from the process of making bricks.<sup>3</sup>

The experiment of making bricks with the Smith machine did not prove successful, and difficulties arose that led to correspondence between the board and Mr. Smith. Eventually, the Building Committee was instructed to make the best arrangements with Mr. Smith for the disposition of the

2. Ibid.

3. Evidently arrangements with Dr. Whaland, with whom the committee was originally authorized to negotiate, failed to materialize.



EAST, WEST, AND MIDDLE COLLEGES, c. 1860

machine. It was also agreed that suitable brick for the front of the two buildings be purchased from Baltimore. Later the committee was instructed to secure sufficient brick from Baltimore for the north and south ends of the buildings as well as for the east side of the east building.

### *Heating Problems*

In November, the Building Committee was authorized to purchase one or two MacGregor furnaces from Robins and Bibs in Baltimore. These were acquired to provide heat in the lecture rooms and in the dormitory rooms on the second and third floors of the west building. It was planned to install the furnaces in the basement of the buildings or in such other locations as the committee deemed most appropriate. When the grates arrived and were put into service, it soon became evident that they were not satisfactory. When the board received a requisition for payment for the furnaces from Robins and Bibs, it refused to comply with the request "until they shall furnish grates which will stand fire." After every effort was made to correct the difficulties, without success, Judge Chambers was instructed to make whatever arrangements he could with the vendor to dispose of the matter.

### **Rules for Use of the Library**

With the completion of the two wings, much needed space was made available for classrooms, a library, and student accommodations. Anticipat-

ing the opening of the library, the principal recommended the adoption of the following rules for its use:

1. The library shall be opened between the hours of one and two P.M. every Thursday.
2. No student shall keep a book longer than three weeks.
3. Any student, not returning his books at the expiration of three weeks, shall pay a fine of 25 cents—and 25 cents a week thereafter until the same shall be returned.<sup>4</sup>
4. Any student who shall turn down a leaf, soil or injure a book in any manner, shall pay a fine of not less than 6 cents for every such offense—and for every material damage to the book shall forfeit the value of it.
5. No student, after having been fined, shall take any more books from the library until his fine is paid.

### Rules of Conduct

By September 15, 1855, the board, looking toward the governance of the students, prepared twelve rules of conduct. Unlike rules previously adopted, infractions were not accompanied by monetary fines.<sup>5</sup> Rule 6 stated that “Penalties will consist of bad marks, detention, private and public admonition, degradation from class or standing, suspension and expulsion, with such other as the nature and frequency of transgression may require.” To supplement the rules thus established the board approved the following specifications:

1. Loud talking, whistling and singing within the College Buildings, disorderly running up and down stairs or in the entries; romping and rude playing whether in private or recitation rooms or elsewhere within doors; throwing water, ashes or other filth from the windows or doors or inside of the College, will be considered as violations of the Rules of order and decency.
2. Visiting each others rooms during the hours of study; neglecting the preparation of any study or the pursuit of it in any manner prescribed by the Professor, promoting unlawful or improper conduct in a fellow student; in short any conduct unbecoming of a student, will

4. Board Minutes, March 14, 1855.

5. Rules adopted in 1819 when Dr. Waters became principal of the college the first time.

be regarded as offenses demanding proper official notice and correction. And in serious offenses by any student, amounting to gross moral impropriety, his fellow students shall witness unto such conduct when called upon by the College authorities.

3. Penal Discipline. Any sort of noise or disorder referred to in the above specifications, will subject the offender to not less than three marks; unnecessary absence or being found in a fellow student's room during study hours, to the same, and so of any violations of rule and order, all of which will be noted with the number of marks proportioned to the nature or frequency of the offense. Forty marks will subject the offender to pupil admonition before the Faculty. Sixty marks to admonition before the Faculty and assembled students: Eighty marks to the report of the case to parents or guardians and any higher number to degradation, suspension, dismissal or expulsion. One hundred marks will certainly subject the offender to one of the three last named if that number be noted against him in one Collegiate year.
4. The foregoing specifications embrace the entire conduct of each student, as such—and also his domestic relations to the College household.
5. Any other offenses not enumerated in the above Schedule but plainly comprehended in its scope and design, will be treated in like manner; and in all cases of violation and disorder, involving two or more students, the penalties will be inflicted according to the prevailing character of the parties, as the Faculty shall deem just and proper.<sup>6</sup>

### Scholarships

In 1847 the General Assembly of the State of Maryland created eight scholarships at Washington College to be awarded to one indigent scholar from each of the then existing countries on the Eastern Shore.<sup>7</sup> The Act provided that the Orphans' Courts in the several counties on the Eastern Shore should "have the sole and exclusive power to select" the pupils from the individual counties entitled to be admitted to the college. During the next several years the board was disappointed with several selections made by the courts; the courts did not seem to examine the youth's educational qualifications as carefully as they should before making an appoint-

6. Board Minutes, March 14, 1855.

7. *Laws of Maryland*, 1847, Resolution 31.



ment. In 1855,<sup>8</sup> the orphans' court for Kent County appointed a youth whom the faculty considered unqualified to enter the college. At a meeting of the board in October, there was considerable discussion concerning the recent court appointments. As a result, a petition to the legislature was prepared, requesting that the Act of 1847 be amended enabling the visitors and governors to refuse admission to a court appointee who, upon examination and trial by the faculty, failed to satisfy the admissions requirements. The next month the following clause was added to the proposed petition: "... praying that the further sum of \$800 be granted annually to Washington College—or that in lieu thereof the Visitors and Governors be released from the obligation to pay the board and tuition of the Beneficiaries from the eight counties on the Eastern Shore of Maryland."<sup>9</sup>

The committee selected by the board to present the petition to the legislature included Judge Chambers, Judge Eccleston, the Honorable James A. Pearce, and the Honorable James B. Ricaud. The General Assembly responded by enacting a bill entitled "A Supplement to An Act for Founding a College in Chestertown."<sup>10</sup> This act authorized the treasurer of the state to pay to the Visitors and Governors of Washington College one thousand dollars annually for boarding one student from each county of the Eastern Shore, as directed by Resolution 31 enacted in the session of 1847. It directed that any youth sent to the college on order of an Orphans' Court could be examined by the faculty of the college. If, upon examination, the faculty should certify that the individual did not meet the requirements for admission, the visitors and governors were authorized to reject such student. The act also instructed the individual orphans' court judges to personally examine all youth recommended as candidates for appointment, taking care to select only those who were capable of learning effectively the branches of study taught during the college course.

In 1860 the principal reported that Palmer Ashcom, the beneficiary from Queen Anne's County, had run away from the college for the third time without cause. The board unanimously voted that he be expelled and that "the President be requested to give notice to the Orphan's Court of Queen Anne's County that we are ready to receive another student in place of Ashcom, and that the Faculty and Visitors insist that the conditions of admission to the College be fully complied with."<sup>11</sup>

8. Board Minutes, October 27, 1855.

9. Ibid., November 15, 1855.

10. *Laws of Maryland, 1856*, chap. 219.

11. Board Minutes, March 8, 1860.



A letter accompanied the resolution informing the court that Ashcom, after repeated and deliberate violations of the rules of the college, had been dismissed. It was with much doubt and hesitation that he was admitted as a student, since he was deficient in every department of his education. The faculty, however, had been willing to give him the opportunity, particularly because it did not wish to disappoint his widowed parent and because of Ashcom's protestations that he would seriously apply himself to his studies. These expectations were not realized. In fact, they were so disappointing that the board had no other alternative than to order Ashcom's dismissal.

The letter went on to express the hope that, in making a recommendation to fill this vacancy, the court would not allow pressure of other concerns to prevent them from recommending a deserving and qualified candidate. This request was made because of the failure of some orphans' courts to conform with either the spirit or letter of the law in making appointments.

### Rules for the Steward's Department

On December 16, 1856, East and West halls having been occupied for approximately two years, regulations were adopted for the steward's department as well as for boarders generally. The principal and his family occupied a portion of East Hall, while a member of the faculty with his family occupied a portion of West Hall. To protect the privacy of these quarters, the new regulations stated that "the domestic department of the families connected with the College shall be exclusively sacred to their separate use and accommodation—and no student will be allowed to trespass on them in any way or at any time to incommode the porches or entrances leading to them."<sup>12</sup>

### Student Insubordination

Professor Sutton appeared before the board with a complaint that Francis Emory, a student, was guilty of gross insubordination. The facts in the case, as related by Sutton, were that Emory had called upon him and demanded an explanation of Sutton of a charge that he, Emory, had bad manners. When Sutton acknowledged having made such a charge,

12. Ibid., May 17, 1856.

Emory replied insolently, "My manners are as good as yours." Sutton thereupon slapped Emory on the cheek. Emory responded by striking Sutton on the temple with his fist. In the ensuing scuffle, Emory called upon George Price, another student, who took hold of Sutton, but did not strike him. Since the charge involved physical conflict, the board called for a hearing and requested the principal to be present. During the course of the hearing Emory agreed that the facts as related by Professor Sutton were reasonably accurate. Since Price was not present at this hearing, the proceedings were postponed to the next day in order to permit him to testify. Before the board adjourned the following resolution was adopted:

As it has been suggested that there can be no rule with regard to the instrument to be used in inflicting punishment on delinquent students, therefore, Be it Resolved, that in cases of ordinary offenses the ferrule shall be employed but in such cases as the Faculty shall decide it to be proper and necessary that the Batteau be used at their discretion.<sup>13</sup>

The following day all parties were present, at which time the students agreed with the facts as presented by Professor Sutton but disclaimed any intention of using violence. Professor Sutton recommended that such punishment as the board decided to impose upon the students be short of dismissal or expulsion. He stated that he would be satisfied with a decision that would vindicate his authority, feeling that the experience gained by the young men would serve to improve their character and conduct. The board decided that the young men be publicly admonished.

### Extracurricular Activities

Very little information is available describing the nature of student extracurricular activities at this time. The Mount Vernon Literary Society provided students with opportunities to develop their forensic abilities. Meeting once a week, the young men were encouraged to develop their skills in extemporaneous speaking, debating, delivering orations, and learning the rules of parliamentary procedure. Each year the society observed the anniversary of the birth of George Washington by presenting a special program to which some distinguished citizen was invited to address the assembled audience. In 1859, the Honorable Joseph Wickes, a member of the board, was the speaker of the evening. His address was so well received that it was published for wider distribution; a copy may be found in the college archives.

13. Ibid., February 2, 1857.

That students engaged in some form of active recreation may be gathered from the regulation that limited all active sports and amusements to such distance from the college buildings as the principal prescribed.

The following is an announcement of a party held at the college. There is no indication as to the nature of the activities for the evening, but it is reasonable to assume that all who attended probably enjoyed themselves.

Washington College  
Complimentary Party

The pleasure of your company is  
respectfully solicited at a party to be  
held at College Hall  
July 5, 1859, at half-past 7  
o'clock P.M.

---

Managers

J. Gibson Cannan, Chairman  
L. Augustus Cruikshank      T. Price LeCompte  
H. Constable Kennard      F. Stanley Lockerman

During the college year 1857–58 the student body numbered ninety-two students: forty in the collegiate department and fifty-two in the preparatory department.<sup>14</sup> For the governance of the student body, the board adopted rules and regulations pertaining to student conduct in classrooms and buildings and in the library.

In July, 1859, the students, through the intercession of Dr. Waters, requested permission to present a dramatic exhibition on the eve of commencement, and the board approved their request. Unfortunately, we do not have a copy of the program for that day, but we do have a program for the commencement of 1863, which was probably similar to that of 1859. The exercises in 1863 extended over a period of three days, August 3, 4, and 5. On Monday, August 3, the Mount Vernon Literary Society presented a program in the College Chapel; the next day the junior class presented Sheridan's comedy *The Rivals*; and on the 5th, the commencement exercises were held.

Fees and Salaries

In 1857 the schedule of expenses for a student attending the college was as follows:

14. *Washington College Catalogue*, 1857–58, p. 14.

# WASHINGTON COLLEGE

**COMMENCEMENT**

*Wednesday evening, August 3th, 9 A. M.*

Exercises of Candidates for the Degree of Bachelor of Arts.

— — — — —

MUSIC.

— — — — —

PRAYER.

— — — — —

MUSIC.

Latin Salutatory Oration.....J. MARION EMERSON, *Caroline Co.*  
 Glory and Fall of Greece.....A. H. BLACKISTON, *Kent Co.*

MUSIC.

March of Mind.....JAMES E. ELLEGOOD, *Somerset Co.*  
 Evidence of National Character.....COLIN F. STAM, *Kent Co.*

MUSIC.

Results of Roman Conquest.....J. MARION EMERSON, *Caroline Co.*  
 Valedictory.....A. H. BLACKISTON, *Kent Co.*

MUSIC.

Conferring Degrees.

— — — — —

BACCALAUREATE ADDRESS.

— — — — —

MUSIC.

— — — — —

BENEDICTION.

**EXERCISES**

FOR

80th ANNUAL

*Commencement*

WASHINGTON COLLEGE

Monday, Tuesday & Wednesday, Aug. 3d, 4th & 5th, 1863.

CHESTERTOWN:  
 PRINTED FOR THE COLLEGE.  
 1863.

## EIGHTIETH COMMENCEMENT PROGRAM, 1863

Winter Session		Summer Session	
Tuition	\$25.00	Tuition	\$15.00
	20.00		10.00
Board	60.00	Board	40.00
Room & Furn.	5.00	Room & Furn.	3.00
Fuel	2.00	Fuel	
Incidental	1.50	Incidental	1.00

Washing may be had for \$1 per month

The hours for the College Commons

Breakfast: 1st of Oct. to 15th Nov. at quarter to eight A.M.  
 15th Nov. to 1st of Feb. at eight A.M.  
 1st Feb. to Easter at quarter of eight A.M.  
 Easter to commencement at seven A.M.

Dinner: During the week at quarter to one P.M.  
 Sundays at one P.M.

Tea: at six P.M.

When the board met in June, 1858, there was some discussion concerning the financial situation of the college and the means by which

the indebtedness could be gradually and regularly reduced.<sup>15</sup> As a result of this discussion, it was agreed that a rearrangement of the stewardship of the college commons be considered. The president of the board was requested to confer with the principal to secure his views with reference to a change and to request him to submit a proposal. It was also agreed that the charge for board to the students be increased from \$60 to \$65 for the winter session and from \$40 to \$50 for the summer session.

The proposals submitted by the principal were rejected because they involved expenses greater than the board was willing to incur. It was finally decided to place the steward's department under the exclusive control of the principal, and it was suggested that a circular be sent to parents and guardians advising them that the college must insist on the payment of fees before a student would be accepted for admission.

It was also decided to allot the principal an annual gross sum of \$2,400, which would be sufficient to meet his salary and that of the two professors and place upon him the responsibility for the efficient operation of the departments. The proposal was to be effective with the ensuing calendar year. In a conference with the secretary of the board, the principal indicated that \$700 would be paid to Professor Sutton and \$500 to Professor Johns. No further reference is made to this matter until November, 1859, when the board relieved the principal of distributing the funds among the professors. At this time there was no diminution in the amount appropriated for salaries, but its distribution was delegated to a committee of the board. The secretary to the board reported that "proposed arrangements will not be objected to by the Doctor."<sup>16</sup>

### Resignation of Dr. Waters

In June, 1860, Judge Chambers informed the board that he had received a letter from Dr. Waters expressing his intention to resign as principal, pleading that his health was not equal to the "arduous and incessant labours" with which he was confronted. He expressed regret that more had not been accomplished during the six years of his tenure but admitted that "we have some fruit to show for our joint efforts. Would it were much more abundant." This announcement came as a shock to several board members, who felt that Dr. Waters's action had been prompted by

15. There was no indication of the amount of the debt, but there was an earlier report that the cost of constructing the East and West buildings was \$11,387.

16. Board Minutes, March 5, 1860.

the resolution of the previous November relieving him of control over the distribution of the funds for salaries. An effort was made to restore that privilege, but, when submitted to a vote of the members present, the motion failed to receive the approval of the majority.

When the news of the resignation was made known to the students, a group of seniors composed and addressed a message to the board expressing the following sentiments:

Feeling deeply agrieved at the approaching departure of our much revered Principal who has long watched as a tender guardian over our increasing years, We, the members of the Senior Class, have thought proper, in the name of the students, to address this humble petition to your honorable body. To ourselves personally we consider the resignation of Dr. Waters as a serious calamity. He has watched over us with truly parental solicitude. As subject of his fostering care, We have, in him, seen combined authority with benignity and strict discipline with justice, whilst he is ever dignified without the merest semblance of Pedagogic haughtiness.<sup>17</sup>

Receipt of this communication prompted the adoption of a resolution requesting Judge Chambers to call upon Dr. Waters to assure him in the strongest language of the desire of the board that he continue his very useful service. Judge Chambers called upon Dr. Waters but found him adamant, insisting that he would retire at the close of the current year.<sup>18</sup>

Following his retirement, Dr. Waters moved to Baltimore, where he lived the remainder of his life. He died on April 23, 1868. His service to Washington College speaks for itself. He carried on the work initiated by Richard W. Ringgold and succeeded in extending the influence of the college. Under his leadership the intellectual growth of the college continued, the student body increased in numbers, and the physical plant was extended. Unfortunately, following his resignation, the college fell upon hard times.

17. Ibid., November 3, 1860.

18. Ibid., December 3, 1860.



## CHAPTER VII

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# The Civil War Period

### The Sutton Administration

Unable to persuade Dr. Francis Waters to reconsider his decision to resign, the board, on December 3, 1860, elected the Reverend Andrew J. Sutton, the vice principal, to assume the duties of the departing Dr. Waters. As compensation, Sutton was to receive an annual salary of \$1,000 plus the use of either the north or south end of East Hall for his residence. It was agreed that six months notice should be given if either party wished to terminate the contract. It was understood that the charge of any parish church was not to interfere with the conduct of college affairs. This point was raised because Mr. Sutton, the previous April, had accepted the call as rector of St. Paul's Parish in Kent County.

Andrew J. Sutton, the second son of Vincent Sutton and Mary Bean Sutton of Baltimore, was born on August 5, 1830. He attended St. Mary's Seminary, where he received his Bachelor of Arts degree in 1848 and his Master of Arts degree on June 16, 1850. He studied law and for a short time practiced that profession. Finding that his talents were not suited to the law, he accepted a position as instructor of ancient and modern languages at Washington College in 1856. He was attracted to the study of theology, and was ordained a priest in the Protestant Episcopal Church on the fourteenth Sunday after Trinity, 1859. Sutton was twice married; his first wife, Mary Abel Crane of St. Mary's County, died in Chestertown, January 11, 1865. Two years later he married Laura Chambers. Leaving Chestertown, Sutton moved to Philadelphia, remaining in that city until 1870. From there he moved to New York, where he died, December 19, 1871, at forty-one years of age. His body was interred in Chestertown.

Upon his appointment as principal, Sutton was authorized to engage one unmarried tutor at a salary of \$400 plus an apartment in West Hall and board in the college commons. Probably in anticipation of the coming struggle between the North and the South, the board recommended that the new tutor be qualified to drill a company in military tactics. The catalog for 1862–63 lists a Military Department, where instruction in drill “is given to a limited extent to those who desire it.”

During Sutton’s term as principal, the nation was engaged in a bitter struggle between the Union forces and those of the Confederacy. While Maryland did not secede from the Union, a large number of its citizens were sympathetic to the Confederate cause. Many young men joined either the army of the Union or that of the Confederacy, according to their sympathies. Some Washington College men were undoubtedly included in their number.

### Disciplinary Problems

Sutton, who was an excellent scholar,<sup>1</sup> proved incapable of carrying the burden of his responsibilities as principal. Unfortunately, he was a victim of tuberculosis, and as time passed he resorted to drink in order to gain relief from his affliction. Under these conditions he lost control of the students. As early as May, 1861, there was trouble between the students and the steward, the students having complained that the steward made unsavory remarks to them. Following an investigation, the board warned the steward not to use profane language when speaking to the students and to refrain from making threats. The students were advised that they should treat the steward with more respect in their ordinary relations with him. In all probability, both the accused and the accusers were equally guilty.

Several years later the board received a letter from a student complaining that Professor Dutton, a member of the faculty, had treated him unjustly.<sup>2</sup> Following an investigation, the board held that Professor Dutton was not censurable and that under the circumstances his actions and speech had been justified. However, the board felt that the penalty of forty demerits that he had imposed was excessive. They then moved that

1. Rowland Watts, a student and later a professor at the college, prepared a paper on the administrations of Sutton and Berkeley. Found in the Washington College archives.
2. Board Minutes, June 9, 1864.

in no case was the faculty to impose more than twenty demerits for any one offense.

At that same meeting, the Board considered the case of a youth who had been dismissed a week earlier. After reviewing the facts of the case, it was decided that, however guilty the student may have been, the faculty had exceeded its authority when it dismissed him. The secretary of the board was instructed to write to the student's guardian, advising him that the youth might return to the college for trial before the board. The guardian was warned, however, that the charges against his ward were very serious. The decision to allow the young man to return for trial before the board, they wrote, was to vindicate their authority, as the power to expel or dismiss a student from college rested solely with the visitors and governors.

### The Court Reviews the Act of 1805

In 1858 the Maryland General Assembly adopted two resolutions directing the governor of the state to obtain an opinion from the Maryland Court of Appeals concerning the validity of the acts of 1798 and 1805, and to report to the next session of the legislature.<sup>3</sup> The Act of 1798 had reduced the donation of the state to Washington College from £1250 sterling to £800 sterling, while the Act of 1805 withdrew the donation of £1750 sterling to St. John's College and the £800 sterling to Washington College. It was contended that these acts were in violation of the tenth section of Article I of the Constitution of the United States, which forbids the states to pass any law impairing the obligations of contracts.

On appeal from the equity side of the Circuit Court of Anne Arundel County, the case of St. John's College was heard by the Maryland Court of Appeals. The Court in rendering its opinion denied that the legislature had the right to repeal the donation to St. John's College under the Act of 1784, declaring that such repeal was contrary to the Constitution of the United States.<sup>4</sup>

The resolution directing the governor to obtain the opinion of the Court of Appeals included a proviso that precluded the possibility of payment of costs or damages should the court find in favor of St. John's College. The proviso read:

3. *Laws of Maryland, 1858*, Resolutions 3 and 4.

4. *Maryland Report: Report of Judicial Decisions of the Maryland Court of Appeals* (Baltimore: Oliver Miller, State Reporter, 1897), 15:330-75.

Provided, that nothing in these resolutions, or any accession under the same shall compromise the State, or in any manner bind her by the decision of the said Court, or commit her to the payment of any costs or damages in settling the questions involved in the aforesaid resolution, or to authorize the Governor to employ counsel in the discussion of the matter before said Court.

As the provisions of both resolutions were practically identical, Washington College did not feel it necessary to seek further clarification from the Court of Appeals. The opinion of the court, as expressed in the St. John's case, was considered to be applicable to Washington College.

### Public Instructions Act of 1865

In 1865 the Reverend Libertus Van Bokkelen submitted to the General Assembly a plan for the establishment of a uniform system of public education in Maryland.<sup>5</sup> The legislators responded by enacting a new article, entitled "Public Instruction," to be incorporated into the *Maryland Code of Public General Laws*. Under Title II, Chapter IX, College, Section 1, the code states that the annual donation to St. John's College, Washington College, Maryland Agricultural College, and the Baltimore Female College would continue until otherwise ordered. In return, each institution would provide tuition and free books for every \$100 each institution received from the state. The act also required that each institution report to the state superintendent, annually, in such form as the Board of Education might order.

Section 4 provided that St. John's College, Washington College, Maryland Agricultural College, the Faculty of Fine Arts and Sciences, and the Law School be combined as the University of Maryland and be governed and controlled as directed. The act failed, however, to make provision for the organization and government of the university.

Within a few months following the enactment of the new article, Judge Chambers, as president of the Visitors and Governors of Washington College, wrote to Governor Bradford,<sup>6</sup> calling his attention to the provision requiring the college to provide tuition and books to one student for every \$100 received from the state. He reminded the governor that under existing law the college was required to provide tuition, board, and books to one student from each county on the Eastern Shore. Should the

5. *Laws of Maryland*, chap. 160, p. 269.

6. May 3, 1865.

law, as enacted in 1865, apply to Washington College, the college would benefit monetarily from the new arrangement.

However, Judge Chambers's chief objection to the new law was the section relating to colleges, which seemed to assume the constitutional authority of the legislature to interfere with their chartered rights. He recalled the recent opinion of the Maryland Court of Appeals and requested the governor to express his view of the situation.

In his response the governor did not direct his remarks to the pecuniary matters mentioned by Judge Chambers.<sup>7</sup> He did, however, contend that the provisions of the recent legislation did not violate any part of the Constitution of the United States. They were, he contended, provisions of a public character such as the state might exercise under its constitutional right to supervise the subject of education within its borders. He then reminded Judge Chambers that a clause in the charter of the college provided that the college should furnish to the General Assembly, from time to time whenever required, an account of all proceedings of the visitors and governors, as well as reports on the estate and monies of the college. In prescribing that annual reports be made to the state superintendent, the act merely carried into effect the requirement of the charter. The governor's reply evidently satisfied Judge Chambers and the board as there does not appear to have been any response to the governor's statement.

In 1867 the General Assembly passed an act to add a new article to the *Code of Public General Laws*, to be entitled "Public Instruction," repealing all existing law inconsistent with the new act.<sup>8</sup> Under this act the proposed University of Maryland, as established by the Act of 1865, was abandoned.

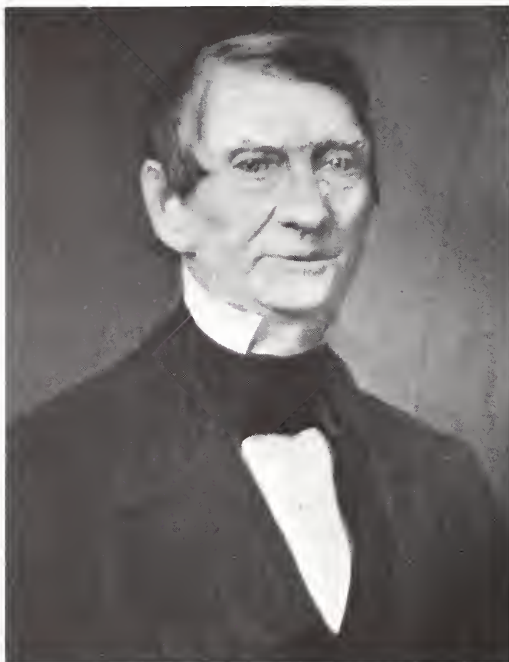
### Death of Judge Chambers

Ezekiel Forman Chambers had served the college as president of the visitors and governors for twenty-four years. His long period of service ended with his death on January 30, 1867. He had served the college faithfully, providing the leadership needed to guide the institution through its darkest days.

Mr. Chambers was born in Chestertown on February 28, 1788. He was

7. May 9, 1865.

8. *Laws of Maryland*, 1867, chap. 123, p. 186.



PORTRAIT OF EZEKIEL F. CHAMBERS, PRESIDENT OF THE  
BOARD OF VISITORS AND GOVERNORS, 1843-67

graduated from Washington College at the age of seventeen. Following his graduation he entered into the study of law and was admitted to the bar in 1808. He was active in the local militia and attained the rank of captain when the Battle of Caulk's Field was fought in the War of 1812. A member of the Maryland Senate from 1822 to 1825 and of the Senate of the United States from 1826 to 1834, he resigned his seat in the United States Senate to accept the appointment as chief judge of the Second Judicial District of Maryland and member of the Maryland Court of Appeals. He continued in these positions until the Maryland Constitutional Convention practically legislated him out. He was a member of the Maryland Constitutional Conventions of 1851 and 1864. He was offered the position of secretary of the Navy by President Filmore in 1852, but was forced to decline because of ill health. In 1864, he was the Democratic candidate for governor of Maryland, but was defeated by Thomas Swan, the candidate of the Unionist Party. He served as president of the visitors and governors from 1843 to January 30, 1867. He was the recipient of the



honorary degree of Doctor of Laws from Yale University in 1833 and from the College of Delaware in 1852.<sup>9</sup>

The death of Judge Chambers was a serious blow to the college. His long and intimate service made him seem like a natural part of the institution. The board appointed a committee, composed of Dr. Houston, Ed Wilkins, and James A. Pearce, to prepare a resolution expressing the deep sense of loss felt by the board. The resolution was prepared, and the board ordered that a copy be sent to the Chambers family and to the local press.<sup>10</sup>

In September, 1867, the board met to consider the advisability of reorganizing the faculty. After some discussion it was decided to inform the faculty that it was the intention of the board to reorganize the faculty effective at the Christmas vacation.

### The Berkeley Administration

Mr. Sutton submitted his resignation as of November 30, 1867. One week later the board elected Robert Carter Berkeley to succeed Sutton. Berkeley was born in 1837 at "Broomfield," Hanover County, Virginia. The son of Robert Carter and Catherine Smith Berkeley, he was a lineal descendant of Colonel Edmund Berkeley of "Barn Elms" and Robert Carter of "Corotoman." On his mother's side, he was a great-grandson of Colonel Overton Callis, officer in the American Revolution, and one of the founders of the Society of Cincinnati.

Professor Berkeley received his early education from private tutors. Later he attended Episcopal High School and the University of Virginia. While at the university he enlisted in the Confederate Army, in April 1861, receiving his Master of Arts degree in absentia the following June. He was severely wounded in the Battle of Seven Pines, May 13, 1862. Following his recovery he was transferred to the Seventh Regiment as Quarter Master Sergeant, where he continued during the remainder of the war.

Following the war he conducted a small private school at his home, "Mont Vue," in Amherst County, Virginia. He was elected principal of Washington College on November 30, 1867. Following six years in that position, he was appointed professor of ancient languages at West Virginia University, Morgantown, where he remained until his retirement. He served

9. Bernard C. Steiner, "Letters and Correspondence of James A. Pearce," *Maryland Historical Magazine* (1921):150.

10. Board Minutes, February 7, 1867.

as acting chairman of the faculty at West Virginia from 1886 to 1888, after which the university conferred upon him the honorary degree of Doctor of Laws. He died at the home of his son, Dr. William N. Berkeley, in New York City, January 22, 1918. His body was laid to rest in Lexington, Virginia.

### Declining Enrollment

Enrollment during the years 1860–73 suffered a steady decline, falling to thirty in 1870–71. This number included students enrolled in the college and the preparatory courses. Compared with the enrollment for 1857–58, which numbered ninety-two students in both departments, the figure for 1870–71 reveals the seriousness of the decline. The catalog for 1870–71 does not carry a statement with reference to admission. It does, however, announce the continuation of its scholarship program, which extended “the benefits of the institution to persons of limited means. The Board of Visitors offers to receive students free of all charges for tuition for five years upon the payment of seventy-five dollars, and for three years, upon the payment of fifty dollars.”

Patrons on the Eastern Shore were reminded that, by agreement with the state of Maryland, the college would admit one student from each county on the Eastern Shore, which student would receive his tuition, room, board, and books free of charge. Furthermore, this privilege extended over a period of five years. The original legislation creating these scholarships was enacted at a time when the secondary school system in Maryland was in its infancy. Consequently, many of the scholarship recipients were not prepared to enter the college course. In addition, many of the appointees were in their early teens. In other cases the Orphans’ Courts were not as careful in selecting the candidates for admission as the college hoped they might be. For this reason the board felt compelled, from time to time, to request the courts to be more critical in making their selections.

To reach a larger constituency, the College distributed, in addition to the catalog, a circular listing the various schools of learning and the subjects to be taught in each school, as well as other information of interest to prospective entrants or their parents and guardians.

In 1868 the board, in a petition to the General Assembly,<sup>11</sup> requested that the existing scholarship program be revised. It reminded the legislators of the college’s obligation to board and educate one needy scholar from

11. Document F, By the Senate, February 19, 1868.

each county on the Eastern Shore without charge to the recipient. To replace the existing program, the board proposed that two needy scholars from each county in the state, and two from each legislative district in Baltimore, be granted free tuition, but not books and board. In return the state was to provide an annual donation of \$5,000.

Continuing, the petition expressed the opinion that the change would be to the mutual advantage of the public and the college. The public would benefit because the opportunity for a college education would be extended to many more pupils. The college would benefit by extending its influence over the entire state. The petition closed with the statement that "the public donation, whether large or small, is much more beneficially and wisely expended in procuring mental instruction to a larger number of those unable to reach it, than in furnishing an entire living to a small number even though the last may be unable to educate themselves."

Despite this urgent plea no change in the scholarship program was affected at this time.

### Sports and Amusements

Although a regularly sponsored sports program was not available, the young men attending the college were not without opportunities to release their excess physical energy. Coming from the Eastern Shore, as many of them did, where there was a plentiful supply of wild game and fish, it is almost certain that many of the students were active during the hunting and fishing seasons. During the warmer months, the Chester River was available for those who wished to go swimming. When not active in these forms of exercise, the students were undoubtedly rough-housing in the dormitories or participating in some form of play on the campus.

On August 12, 1864, the board appropriated fifty dollars to purchase gymnasium equipment and appointed a committee to arrange for a place to locate the equipment. In later years it was revealed that the north end of the basement of West Hall was used for this purpose. The equipment consisted mainly of weights and barbells.

On October 18, 1867,<sup>12</sup> a group of college men, playing under the name of Wissahicons, engaged in a social game of baseball. Their opponent was a team from Galena, called the Kents. The game was played on college grounds, but sad to relate, the college men lost by the score of 23 to 21. Later the following spring another game was played against a team from

12. *Kent News*, May 18, 1868.

Kennedyville, called the Marylands. The college men were successful in this effort, winning by the score of 47 to 23.

By 1871 the college men called themselves the Chesters.<sup>13</sup> Games were played against teams from Centerville and Chestertown. The Chesters won both games, but the game between the Chesters and the Chestertown team, called the Rustics, aroused considerable interest in Chestertown, because of the intense rivalry between the college men and the town-men. The *Kent News* in its report of this game wrote:

Never was vain ostentation more arrogantly displayed than by the Rustic nine. For a week they were continually vaunting their superior playing, especially the Captain, until the time rolled round for a practical illustration. Arriving on the College grounds the game commenced. The Rustic countenances wore a beaming aspect until the third inning, when lo! what an amazing transformation! How quick their merry laughter and happy exchanges of congratulations changed to gloomy and dejected mutterings. When we, Chester, went to bat the last inning, their captain walked to the pitcher's stand and uttering this terrible mandate to his ambitious pitcher, "Go to third base, Sir." He went with some reluctance, for t'was a great fall of his feathers and aspirations. There stood the crestfallen captain, witnessing the fall of what he once thought mighty.

The Rustics had scored 15 runs in the first three innings, while the Chesters could score only 5 runs in their first two at bat. But when the Chesters came in for their third inning, they erased the advantage the Rustics had built up by scoring 15 runs. The Chesters went on to score 10 runs in the eighth inning, finally winning the game 43 to 27.

### Faculty Reorganization

When the board met on March 20, 1873, the condition of the college and the character of its program were the topics that occupied their attention. The outcome of their deliberations was the decision to inform Professor Berkeley and Professor Carlile, vice principal, that their services would not be required after the next six months. The board then appointed a committee of five to prepare a plan for the reorganization of the course of instruction and to inquire into the ability of the college to finance such reorganization.

On July 24, Judge Wickes reported that the committee was of the opinion that a primary department was essential to this community and that the college department should be continued. It therefore recom-

13. Ibid., March 25, 1871, and April 15, 1871.

mended that three professors be appointed at salaries of \$1,200, \$1,000, and \$600 with tuition to be divided ratably among the three until their salaries reached the sums of \$1,800, \$1,350, and \$900. When these amounts were reached, the balance of the tuition money, if any remained, was to be paid into the college treasury. To meet this obligation, the committee urged that the current student enrollment be increased by twenty-seven. Finally, the committee proposed that the scholarship program introduced by the board under Dr. Waters's recent administration be abandoned.

On August 2, the board met to elect a principal and vice principal. As a result of the voting, William J. Rivers was elected principal and William H. Zimmerman, vice principal.

## William J. Rivers Introduces a Collegiate Program

William J. Rivers, the son of John David and Eliza Frances Rivers, was born in Charleston, South Carolina, on July 17, 1822. He received his early education in the public schools of Charleston and later attended South Carolina College, from which he was graduated in 1841. Returning to Charleston, he established a private school, which he continued until 1856, when he was appointed professor of Greek literature at South Carolina College.

Rivers was interested in the history of his native state, and in 1850 he published a small volume entitled *Topics in the History of South Carolina*. This was followed by other brief accounts, which were published in the magazines of the day. His most important work in this field was "A Sketch of the History of South Carolina from the Close of the Proprietary Government to the Revolution of 1719," published in 1856. His most notable service to the state of South Carolina was a manuscript volume that came to be known as the "Roll of Honor." On December 24, 1864, the Military Committee of the South Carolina legislature recommended

that an agency to record the names of soldiers of this State, who have been killed or died in service be continued, and that Professor Rivers of South Carolina College be appointed for that service and that he receive the sum of twenty-five hundred dollars as compensation therefor.<sup>1</sup>

1. Quoted in A. S. Salley, Jr., *William J. Rivers: A Sketch Prepared to Commemorate the Presentation of a Portrait of Prof. Rivers to the Charleston Library Association*, 1906.





PORTRAIT OF WILLIAM J. RIVERS, PRINCIPAL, 1873-89  
CLASS OF 1876

This undertaking required a thorough search of all possible sources of information in order to gather the data necessary to satisfy the purpose of the report. While Professor Rivers disclaimed the complete accuracy of his information because of the difficulty of finding all of the necessary records, his biographer stated "that it was the best piece of work done before or since on the Confederate records of South Carolina."<sup>2</sup>

Professor Rivers was one of the founders of the South Carolina Historical Society, its first corresponding secretary, and an active member until the War between the States caused a temporary cessation of the society's activities. When the society held its first anniversary meeting in 1876, Professor Rivers, who was then principal at Washington College, was invited to deliver the address. In 1906 a portrait of Professor Rivers, painted by John Stolle of Dresden, Germany, was presented to the Charleston Library Society by William A. Courtenay in recognition of Rivers's services to the state of South Carolina.

2. Ibid., p. 6.

When South Carolina College became the University of South Carolina, Professor Rivers was appointed professor of ancient languages and literature, a position he held in 1873 when he was invited to become principal of Washington College. He continued in this latter position for the next fourteen years, submitting his resignation in June, 1887.

Upon completing his first year as principal at Washington College, Rivers wrote:

Washington College had fallen quite low in the favor of the people before Mr. Berkeley was elected Principal and Mr. Carlile, Vice-Principal. On account of the lack of interest on the part of the people and the Board of Visitors themselves, and the lack of discipline on the part of the Principal, the College numbered but nineteen students in July, 1873. It was moreover, overwhelmed with disrepute on account of dissipated habits and continuous bad conduct of the students.

Judge Jos. A. Wicks having been chosen President of the Board of Visitors and Governors, a reorganization of the Faculty was determined upon. The Rev. Dr. Wilson, hearing from Judge Wickes that the Board were seeking a new Principal recommended his preceptor Prof. Rivers of the University of South Carolina. The position was then offered with twelve hundred dollars salary, was declined. The salary was then raised (prospectively from the tuition fund) to two thousand dollars. It was accepted. The advertisement on the preceding page gives further information of the reorganization of the College.<sup>3</sup>

The advertisement referred to above was an account written in the *Chestertown Transcript*, August 30, 1873, which stated that

the plan of instruction will embrace a full college course, including Greek, Latin, Modern Languages, Mathematics, Natural Philosophy, Chemistry and other Natural Sciences, Moral Philosophy, Logic, Rhetoric, etc., and what in the opinion of the Board of Visitors and Governors is very important, a thorough English education, if the student does not desire to study the languages. In order to accomplish this a Preparatory or Academic Department has been established, in which full and thorough instruction will be given in the various English branches viz., Grammar, Geography, History, Natural Philosophy, Chemistry, etc., and all branches of learning required to complete an English education.

Shortly after the session began, Professor Rivers submitted a report to the board describing the condition of the library room, laboratory, and the buildings, as well as the literary status of the institution. He reported that he had placed the students in three classes in accordance with their advancement, namely, a preparatory, or sub-freshman class; a freshman

3. Memorandum Book, 1873-79. There are two memoranda books in the archives of Washington College written by Rivers. One covers the years 1873-79; the second, 1880-87.

class; and a senior class. The senior class consisted of four young men who had attended the college for three or four years and who were permitted to continue as seniors.

### Rivers Proposes a Collegiate System

Apparently, under the previous administrations, students had been permitted to select the courses they wished to pursue. Professor Rivers adopted as his goal the establishment of a strictly collegiate system with the usual college classes of freshmen, sophomores, juniors, and seniors and prescribed the admission requirements for each class. Several members of the board, however, seemed to prefer a type of preparatory school, retaining the morning and afternoon sessions as in the schools, but continuing the institution as a college. Under previous administrations, the discipline of the college devolved wholly upon the principal. Rivers was of the opinion that this responsibility should be shared by the entire faculty. He made his views on this matter known to the board, but there is no evidence that the board responded to his suggestion.

### Deplorable Facilities

Reporting on the state of the library as he found it in his survey of facilities, Rivers wrote that the room had been used, from time to time, as a bedroom by the family of the stewardess. There was no key to the room, thus making it accessible at any hour of the day. This lack of security was in all probability responsible for the condition in which he found the books. Many sets were broken, thus leading to the suspicion that volumes had been borrowed but had not been returned. Of the volumes present, most were of little value. The total number of books present was 1098, of which 750 were public documents from Washington. Approximately 300 books were in good condition, including 30 volumes of broken sets. The report contained a complete catalog of the books on hand with a description of the condition of each book.

Concerning the laboratory room, he wrote that it was in a more deplorable state than the library. Here he found garden produce, children's toys, lumber, and various pieces of bric-a-brac. Considering the condition of the room, he expressed surprise that Professor Zimmerman had succeeded in uncovering as many unbroken instruments as he had. Even so,

six months elapsed before Professor Zimmerman had found and repaired the equipment in the laboratory.

To assist in improving the conditions he found in the two rooms, the principal requested the board to appropriate funds to replace missing material in the library and the laboratory. The board acceded, appropriating \$175 which was later augmented by \$75 to purchase chemicals. At about the same time the board appealed to the General Assembly for funds to enable the college to purchase the necessary additions to the library and apparatus for the physical laboratories. The legislature responded by providing a modest donation.

### Student Discipline

One of the problems facing Rivers was improving student discipline, which had under previous administrations been allowed to get out of hand. He described his program for dealing with the problem in his Memorandum Book for 1873-79.

Discipline having been founded on rules (not always promptly and strictly enforced) and demerit penalties—which generally engender in the idle or mischievous a disposition to show their adroitness in eluding situations, the new Principal, aware of the bad reputation of the College for discipline, determined to have no rules except these: (1) To study faithfully, (2) Not to leave the College after nightfall without permission, (3) To act everywhere as gentlemen. Conjoined with this spirit of discipline was exhibited on his part an ardent desire for their improvement. The consequence was that during the entire session there was no occasion for punishment and penalties—a marked advancement in all their studies, while their deportment in town elicited the commendation of all.

At the conclusion of his first academic year, in his address at the commencement services, the principal said:

My young friends, I turn to you at this point to say that I was impressed when I came here by the fact that you all thought four years of regular collegiate study too long a time to give to your preparation for the duties of active life. The system also which I found here seemed to be yielding to this erroneous idea, and a shorter course on a sort of University Plan of seniors and juniors seemed to be practically in force. You have graduated today. I found you expecting to graduate and permitted you to go on to such termination. But are you not aware that you have only begun to prepare yourselves? You have acquired considerable knowledge; but are you ready to cope with the intellectual problems which will start up like giants around you as soon as you leave these walls?



CLASS OF 1876

*Front row (left to right): W. G. Crane, S. J. Smith, Thomas Perry, H. P. Ford;  
back row: J. H. Hessey, E. C. Rivers, W. T. Dickerson*

But it may be said, so obvious is the distinction between instructional and mental discipline, that surely no sensible person has overlooked it. Yet, indeed, throughout this country and even in conservative England,—whether the distinction be overlooked or not—an aversion has sprung up to the old, methodical, long continued curriculum suited for engendering solid mental strength, for producing accurate scholarship, and for sending forth from the college halls full grown intellectual champions, ready for the most important positions in Church or State—from this system the populace has turned as requiring, in our rapid age, too great a waste of time and labor. The demand is for practical education—falsely so called.<sup>4</sup>

It was not until 1879, six years after having assumed the principalship, that Professor Rivers was privileged to have four classes in the college department. This was a goal he had been determined to achieve. In his

4. Ibid.



commencement address of July 9, 1879, he expressed his views on college education as contrasted with that of the university.

The aim of a college is a general culture; in a university there is superadded to this, a professional culture. In a college the method of instruction is by recitation from text-books, with occasional lectures in several branches. In a university there is, in great measure, freedom from the formal routine of book learning and recitations, but systematic discussions in regular courses of lectures; and in general more of original research. In college we expect a strict appointment of hours of study, and a close supervision of morals, with the attendant rules of discipline and penalties for their infraction.<sup>5</sup>

He then noted the development of Harvard, Princeton, and Yale in the new trend in collegiate education, which indicated a deviation from the old inflexible college curriculum. He went on to explain that these three colleges could carry on their programs only because of the excellent education provided by the preparatory schools and public high schools that prepared most of the students attending these institutions. The curricula of these secondary schools included a portion of the material formerly included in the curricula of the first two years of college. The thorough drilling the boys received in these enlarged preparatory courses and the nature of their admissions requirements enabled the three institutions to maintain their high standards of scholarship. Turning to Washington College he said:

It must be acknowledged that we turn to what is comparatively humble and comparatively unattractive, because we are greatly deficient in academic resources. We cannot attempt to rival abundantly endowed colleges and universities. We cannot compete with them in any particular except thoroughness of instruction within the scope of the subjects we teach; and in that loftiest of all aims of a college, the formation of manly character. In these respects we need not be inferior to any college.<sup>6</sup>

#### Vice Principal William H. Zimmerman

At the time Professor Rivers was elected principal, the board also elected William H. Zimmerman as vice principal and professor of natural philosophy. Professor Zimmerman was a capable instructor who became very popular with the students. His classes aroused considerable interest, as from time to time he referred to the new scientific developments of the day in geology, evolution, and anthropology. In the discussions that followed his experiments, it is possible that the students raised questions about

5. Ibid.

6. Ibid.



the compatibility of the new theories with the biblical account of the age of the world, the origin of man, and related matters. In reading Professor Rivers's Memorandum Book, it is apparent that he believed that some doubt was being sown in the minds of the young students. While he did not accuse Professor Zimmerman of deliberately teaching antibiblical doctrines in his classes, he did feel called upon to warn the students that science did not provide the final answers. Nor is there any evidence that he warned Professor Zimmerman that he should avoid the dangerous doctrines.

In his commencement address of 1880, which the principal was unable to deliver because of illness but which was published in the *Kent News* on August 14, he advised the students that the Bible was not a book on natural philosophy, chemistry, electricity, botany, or any other branch of human knowledge. The Bible, he wrote, relates only to what is moral and not physical. It has been left to the thought, ingenuity, and research of man to discover the truths of the laws of nature, in order to improve his physical condition as a reward for his intellectual activity and self-development. But such discoveries do not minimize the value of the Bible.

The principal's statement would probably not have been made had the doctrine of academic freedom been recognized at that time. As a result of the doubts thus expressed, the relations between the principal and the vice principal began to deteriorate. Ultimately, the board informed Professor Zimmerman that they would accept his resignation.<sup>7</sup> Shortly thereafter the *Kent News* reported that Professor Zimmerman had accepted a position at Western Maryland College.<sup>8</sup>

### A Town Orchestra

To fill the position of the vice principal and instructor in natural philosophy, the board elected Dr. E. L. Bardeen, of Rochester, New York.<sup>9</sup> Dr. Bardeen was a graduate of Stevens Institute as well as of the medical and surgical department of the University of Michigan. He was evidently an accomplished musician, for, shortly after taking up his duties at the college, he organized a town orchestra. During his stay at the college, he was invited to conduct his orchestra at many of the social affairs in the community. He was active in the Methodist Church, engaging in such social events as occurred, thereby enhancing his popularity in the community.

7. Board Minutes, June 12, 1882.

8. July 8, 1882.

9. Board Minutes, August 15, 1882.

### Attempts to Improve the Academic Program

Throughout his tenure as principal, Professor Rivers endeavored to improve the college academically. At times he became discouraged, particularly because he could not maintain four classes in college. He believed that if scholarship students would apply themselves more diligently to their work, they could complete the course in four years. He found that the young men entering college at the age of twenty-one disliked spending five years in study. Consequently, those young men who paid their fees rarely completed their college work, while those on scholarships, entering at ages ranging from fourteen to sixteen, remained in college the full five years. Writing in his Memorandum Book he stated: "My policy has been to keep such young men to hard study, holding out as a reward that if within four years they could accomplish what is laid down in the catalogue for 5 years, they might graduate within 4 years."

On one occasion the president and the secretary of the board questioned him about this policy. Although no explicit objection was made against his views, it seemed clear that the president of the board preferred to see the slower course contained. The chief difficulty as the principal viewed it was that many of the young men entering college were not prepared to carry on college work, thus necessitating the additional training received in the preparatory department.

### Commencement, 1886

The commencement activities in 1886 opened on Tuesday evening, June 29, at the courthouse in Chestertown, with a program sponsored by the Mount Vernon Literary Society. The principal speaker for this occasion was the Rev. J. Edward Smith of Wilmington, Delaware. The next morning at ten o'clock the exercises honoring the graduates were held. The following were members of the class: A. W. Rivers, Chestertown; R. Watts, Cecil County; R. Garey, Caroline County; W. J. Bratten, Worcester County; and E. R. Jump, Talbot County. Each gave his senior oration, and the one graduating with the highest academic honors delivered the salutatory address. The principal followed with a talk on "Facts." The final scheduled event on the program was the awarding of honors, the chief of which was a gold medal presented by the visitors and governors to the junior who through his industry and progress had achieved distinction. At

the conclusion of the program, admiring friends and parents of the graduates usually presented them with bouquets of flowers. The invitations for the graduation exercises for 1886 requested that bouquets not be offered to the graduates. In lieu of flowers, friends and relatives presented gifts.

As the commencement exercises were usually held in July, it is not surprising that the courthouse, which was usually crowded for the affair, was hot and stuffy. On one occasion the *Kent News* commented:

The weather was extremely warm, the blazing July sun poured its hot rays on commencement day and the heated atmosphere of the evening previous, when the anniversary meeting was held, rendered the commingling of a crowd and formal exercises any thing but pleasant. The season certainly was unfavorable for a hearty participation in meetings even of so important a character as these. Yet the people were present to the utmost capacity of the court house in which the exercises were held.<sup>10</sup>

## Alumni Association

### *Beginnings*

As early as June 12, 1869, the *Kent News* carried a communication under the signature of Sigma, requesting all those persons who had received instruction at Washington College to meet at the college on Tuesday, July 13, for the purpose of forming an association to be known as the Society of Alumni of Washington College. The following week Iota responded by suggesting that former students living in Kent County meet to select a committee on arrangements. Whether or not any action resulted from these communications is not recorded, but a note of June 4, 1870, requested that graduates, professors, and former students of the college send their names and addresses to Dr. E. A. Vannort, Hannesville, Maryland, so that their names could be placed on the rolls of the college alumni.

### *Realization*

It was not until 1884 that the actual organization of an alumni association was realized. A meeting of the alumni was called to be held in Chestertown on Thursday, July 10. The association was organized with the election of the following officers: president, H. H. Barroll, class of 1878;

10. July 15, 1885.

secretary, Wilbur E. Thomas, class of 1883; and treasurer, John D. Urie, class of 1881. In addition to the election of officers, the association adopted the following preamble and resolutions:

Whereas, the formation of an alumni association of Washington College cannot but conduce to the welfare and prosperity of our honored alma mater, and strengthen and renew ties which as students were so pleasantly formed, only to be dissolved upon the completion of the collegiate course for want of an association of the character named, therefore be it

Resolved, that a meeting of the Alumni Association of Washington College be called to assemble in Chestertown on Wednesday, July 10, 1885, and that notice be given to the alumni through the public press inviting them to send in their names and addresses to the president, whose duty it shall be, in connection with a committee of three, to affect the necessary preliminary arrangements.

Resolved, that the alumni be invited to partake of a banquet on the occasion of the said meeting of the association.<sup>11</sup>

The *Kent News* also reported that on the evening of the commencement of 1884, a commencement "hop" was held at the armory. Dancing began at 8 P.M. and continued until 3 in the morning. Evidently this was not the first such "hop" as the report went on to say that there were "not as many in attendance as on former occasions."<sup>12</sup>

### Leaseholds

One of the proposals to raise funds for the college, suggested by Dr. Smith in 1783, was the sale of leaseholds on college lands not directly used by the college at that time. The revenue from such leaseholds, it was hoped, would provide a continuing source of income during the ninety-nine-year period for which the leaseholds had been sold. The date for the expiration of these leaseholds was approaching, and it became the duty of the board to determine the procedure to be followed when such expiration occurred. As early as June, 1880, several applications for the renewal of leaseholds had been received, which the board refused to negotiate. In May, 1882, the president of the board expressed the view that before renewal of leases could proceed, it would be necessary to conduct a survey of college lands.<sup>13</sup> Later the leaseholders were advised by the

11. *Kent News*, July 12, 1884.

12. *Ibid.*

13. *Ibid.*, May 30.

secretary of the board that they should be prepared to remove themselves from their leaseholds at the end of their tenancy.

Mr. Marion deK Smith, the surveyor appointed by the board, exhibited a plot of the college lands, showing the division of the lands with new streets that might be provided at the discretion of the board. The board responded by instructing Mr. Smith to secure permission from the leaseholders to trespass their lots to conduct his survey and to stake out the four avenues as indicated in his plot of the college lands. He was requested to submit his proposal to the board for further consideration. The avenues to be laid out were to be fifty feet wide. He was also instructed to lay out the remainder of the land in two- or three-acre lots.

A committee composed of Judge Joseph Wickes, W. N. E. Wickes, Richard Hynson, and Alfred Pearce were charged with making preparations for the sale of the leaseholds. The terms of the leaseholds were specifically detailed, and it was agreed that the sale should be conducted at the Voshell House Porch, with J. W. Carroll and J. H. Greenwood as auctioneers. A total of approximately seventy-two acres was involved in the enterprise, being divided into sixty-nine lots. Several of the lots were withheld from sale, but most were disposed of at this time. The sale was held in April, 1883.

### The Town Water System

For some time the people of Chestertown were concerned about the lack of an adequate water supply system. Under conditions prevailing at that time, each residence had its own well from which water was obtained. In case of fire the nearest residential well was called into service, but the supply of water from that source was often insufficient to meet the needs of an emergency. The best source of water in the community came from two springs: the Free School Spring and the Morgan Spring, both of which were on college land. The terrain surrounding these two springs was very spongy and ill suited to traffic. In 1882 the first efforts were made to encourage the development of a waterworks system in town. However, it was several years before the program could be completed. Originally it was thought that the enterprise should be placed in the hands of outside investors who would be expected to finance the cost of laying water lines and securing equipment necessary to make the system a reality. To develop the program, Mr. W. W. Taylor, an engineer who had installed water



systems in several Maryland towns, was engaged. Later, several prominent individuals in town, who were opposed to placing the enterprise in the hands of outside investors, proposed that a town meeting be held to encourage local individuals to invest in the program. After several such meetings, enough local capital was raised to ensure the control of a local waterworks plant by local persons. Colonel Taylor's services as engineer were retained and work on the project proceeded.

The college became involved in this program largely because the chief source of water was to come from the two springs on college lands. When it was thought that outside investors would control the Chestertown Water Works, the board negotiated a lease with the commissioners of Chestertown granting them the power to sublet to any waterworks.<sup>14</sup> When it became certain that sufficient local capital had been raised for the program to be controlled locally, the town commissioners requested that they be released from their leasehold and that the leasehold be granted to the Chestertown Water Company.<sup>15</sup> The following is recorded in the Board Minutes:

That the request of the Commissioners of Chestertown that they be allowed to surrounder the Ten Year Lease heretofore made by them of the Two Spring Lots, be granted and that a lease of said lots be made to the Chestertown Water Company for ninety-nine years, at an annual rent of Five Dollars, upon the condition that free access be preserved to the public, to the water of each said spring by means of a pump, spout or other suitable arrangement and upon the further condition that said Water Company shall furnish free of charge a suitable hydrant for general purposes at such point on the college premises as shall be designated by the Board and supply water thereto; and also a fire plug at such point of said premises as the Board shall designate, to be used for fire purposes only, and upon the further condition that if said Water Company or its assigns shall fail to continue said Water Works, in full and successful operation then said lease shall be forfeited and said demised premises shall revert to the said College.

### Reorganization Concerns

On July 26, 1886, the board notified Dr. Bardeen that they did not wish to continue his contract for another year. Several months later eight members of the board, in a letter to the secretary, stated their belief that action should be taken looking toward the future welfare of the college.

14. Board Minutes, July 30, 1884.

15. *Ibid.*, September 7, 1884.



They requested the secretary to call for a full board meeting at the earliest possible time to consider what measures might be taken to promote greater prosperity for the institution.

During the course of the meeting, a letter from Professor Rivers was read describing the general conditions of the college. That this letter contained an offer to resign as principal if the board was disposed to accept it at that time can only be assumed from reading Rivers's correspondence with Judge Wickes the next year. In any case the board was not disposed to ask for his resignation at that time. Rivers was under the impression that several members of the board felt that if Dr. Bardeen were to be asked to resign, the entire faculty should be replaced.<sup>16</sup>

During the next few months, applications for a successor to Dr. Bardeen were considered. The final choice for the vice principalship was Mr. James Roy Micou of Tappahannock, Virginia. Professor Micou began his teaching responsibilities at the college in February, 1887, and continued in that position for the next forty years, resigning in June 1927.

There were no graduates in the class of 1887; thus the commencement exercises were limited to the program prepared by the Mount Vernon Literary Society, which was held in Stam Hall.<sup>17</sup>

### Resignation of Rivers

That some members of the board continued to be unhappy with the state of affairs at the college may be gathered from the principal's letter to Judge Wickes on June 20, 1887:

At the time of writing my report which I sent you on the 10th of May, I had written also my resignation. Learning that the discussion of the last summer was renewed at the late meeting of the Board I send what I had then written.

The College is not succeeding in numbers any better than heretofore. If therefore there be any disposition on the part of the Visitors and Governors to try some other plan or another Principal please present them my resignation to take effect whenever it shall be their pleasure to accept it.<sup>18</sup>

On June 25 Professor Rivers's resignation was accepted, effective as of June 29, 1887. In accepting his resignation the board permitted him the use of his residence until September 1, unless otherwise notified.

16. Memorandum Book, 1880-87.

17. Stam Hall is located on High Street in Chestertown, next to the Kent County courthouse.

18. Board Minutes.

### Achievements of Alumni

In his final report to the board, Professor Rivers presented in detail the instructional accomplishments for the year as well as a report for the entire period of his principalship.<sup>19</sup>

In the past thirteen years 186 young men have received instruction in the College. Some of these were in attendance but a short time in partial courses of study; others 1, 2, or 3 years. A considerable number of those who did not graduate entered Professional life, of those who passed through the full course 54 have graduated Bachelor of Arts, not counting three who were graduated the first year (1874) as they belonged to the former organization of the College. The charter of 1782 designed the College 'for training up good, useful and accomplished men for the service of their country in Church and State.' Its character therefore is preparatory to Professional training, and its curriculum is subservient to this end. We shall show what have been the results in this respect, so far as we have knowledge of the 54 graduates.

He then listed each of the graduates and the year of his graduation, indicating the vocation he was pursuing at the time of the report. He concluded:

Of these graduates it will be seen 16 are lawyers, or students of law; 10 Physicians or students of medicine; 5 Ministers of the Gospel or preparing therefor; and 10 at present, teachers. Thus nearly 76 per cent are engaged in Professional work. A large proportion also of all who have been at the College have engaged in teaching. We are entitled to say that the College, though not as largely patronized as it ought to have been, has not failed to promote in the young men sent here, a laudable ambition to become good, useful and accomplished men for the service of their country.

That Professor Rivers was disappointed with the results of his tenure as principal may be gathered from a remark he made in a letter to Dr. Wilson, who had recommended him to Judge Wickes for appointment: "I now regret that I have in some measure wasted 14 years of my life. I say 'in some measure': for I have really done some good."<sup>20</sup>

He was particularly disappointed because the college enrollment had not grown as much as he had hoped it might.

### Evaluation

In attempting to evaluate Professor Rivers as principal of Washington College, one of the first things that comes to mind is the meticulousness

19. Ibid., June 13, 1887.

20. Letter to Dr. Wilson may be found in the College archives.

with which he kept records of each student in the college course. He was a scholar of the first rank, dedicated to the liberal arts and determined to see that Washington College continued in that tradition. He was recognized to be a fine gentleman by those who knew him. If he had one weakness, one would be tempted to say that he was somewhat aloof and did not encourage intimacy with any of his colleagues. In one of his statements he wrote that a gentlemen in town had remarked to him, in speaking of the board, that "some don't know how to treat a gentlemen, they want a man at the College who'll hob nob with them."<sup>21</sup> He was perhaps more friendly with Judge Wickes and James A. Pearce than with any other members of the board. His inability to establish closer ties with other board members may have been the cause of his unhappiness.

However, it was the failure to increase enrollment that was really the basis upon which the board eventually felt that a reorganization of the college was necessary. Recognizing that the student body would not grow in the very near future, Rivers offered his resignation.

Following his resignation, the *Kent News* reported that Professor Rivers had purchased a college lot on which he intended to build a house. He remained in Chestertown for several years before moving to Baltimore, where he spent the remainder of his life. He died in 1909 at the age of eighty-seven and was buried in the Elmwood Cemetery, Columbia, South Carolina.

### Election of Thomas N. Williams

To succeed Professor Rivers, the board elected Mr. Thomas N. Williams. Mr. Williams had been state superintendent of education in Delaware and was highly recommended as an educator. In the process of reorganizing the faculty, the board elected Mr. Rowland Watts of Cecil County to succeed Professor Twiford, while Professor Micou was retained as vice principal. The *Kent News*, in describing the organization of the new faculty, wrote:

Prof. Thomas N. Williams, the new Principal, is not only a thorough scholar and polished Christian gentlemen, but he has the energy and push requisite for successful management; possessing administrative wisdom and zeal; his efforts will grasp every section of territory within the reach of this school's influence and make known its claims for support.

Prof. Micou, the Vice Principal, has been in the faculty for so short a period that he also may be considered a new man to the important department under

21. Memorandum Book, 1880-87.

his charge, but the facility with which he has grasped his responsibilities and the high character he brings as an educator and refined gentleman in all walks of life, give assurance of the effectual work that may be expected of him.

Prof. Rowland Watts, of Cecil County, was elected at the meeting of the Board on Monday evening last, and we have assurance of his acceptance. Prof. Watts is a graduate of the College, he is well known in Chestertown and is recognized as possessing distinguished merit as a scholar, while his personal worth and popularity is unexcelled. We feel confident that his call to a chair in the college faculty will redound to the honor of the institution and its increased usefulness.<sup>22</sup>

### Preparatory Department Established

Early in October the board met with the faculty to consider the advisability of establishing a preparatory department under the direction of a teacher who would be responsible for that department.<sup>23</sup> For some time prior to this, the students in the preparatory department had been taught by members of the college faculty. So that there would be a clearer distinction between the college department and the preparatory department, it was agreed to appoint a fourth professor to teach the preparatory courses as well as all Latin elementary classes. In due time Mr. E. J. Clarke was appointed to the position.<sup>24</sup> Mr. Clarke, a graduate of St. John's College, was a native of Worcester County, to which he returned following his graduation. For several years he taught in the grammar school in Pocomoke City.

Clarke entered upon his duties shortly after being notified of his election and continued his association with the college for many years.

### Fee Structure

The board revised the fee structure at this time, hoping that a reduction in costs to the student would result in a larger enrollment. The tuition fee, which had been listed as \$40, \$50, and \$60 was reduced to \$25, \$30, and \$40. Board was reduced to \$4 per week, but room rent was to remain the same. Fuel charges for day students were reduced to \$2 for the year and \$5 a year for boarders. On October 8, 1887, the *Kent News* reported that

22. August 13, 1887.

23. Board Minutes, October 4, 1887.

24. *Ibid.*, October 28, 1887.

new students had entered the college and that the number “is greater than for many years.”

In the process of planning for the reorganization of the college, the board considered the possible introduction of military instruction.<sup>25</sup> James A. Pearce and William B. Usilton were appointed a committee to investigate the requirements and cost involved in such action. Apparently they made no report, or it was negative in nature, for no reference to the subject was recorded at any subsequent board meetings.

### Sports

Washington College played its first football game in 1888 against the football team representing St. John's College. The game was played in Chestertown, presumably on the college campus. The *Kent News* for December 1 printed the following account describing the writer's opinion of the sport.

A football Game:—The St. John's College (Annapolis) came over by the steamer Corsica last Saturday morning and beat our Washington College boys in a game of football. The game lasted about an hour and a half and was witnessed by quite a number of persons. The St. John's boys were in full practice while ours had never played together, the result therefore is not surprising. From what we heard of the game one of the most desirable institutions to have at hand when the 'Sport' is indulged in is a well equipped hospital. Broken arms, legs or neck may reasonably be expected in every well contested game. Several casualties occurred here, none, however, were serious.

It will be noticed that the article did not mention the score of the game. Some years ago, the writer was told by Dean J. S. William Jones that the final score of that first football game was 119–0. Dean Jones, who was a student at that time and who participated in the game, was listed as the fullback on the Washington College squad.

### Oratorical Contest

The commencement exercises for 1888 saw the introduction of an oratorical contest as one of the features of the program. On Monday evening, June 25, eleven students participated in the contest, which was well received by the audience. On Tuesday evening the Mount Vernon Literary

25. *Ibid.*, August 15, 1887.



Society presented its program, and the next morning the commencement exercises were held. Mr. Lawrence J. Smith was the only graduate at this time.

### Alumni Association Revived

The Alumni Association, organized in 1884, had apparently not made much progress during the intervening four years. Through the efforts of Professor Watts, attempts were renewed to revive the association. Early in June, 1888, the following appeal was sent to alumni to arouse their interest.

For several years the feasibility of having an alumni reunion has been discussed but no definite action taken. This year the College has been thoroughly reorganized. There is an entirely new faculty composed of young active men who are determined to do all things possible to make the College a success.

There are many of the alumni in different parts of the country who should, and no doubt do, feel a deep interest in the "Alma Mater." In fact, all should feel interested in her welfare, if for no other motive than enlightened self-interest, for our honor as graduates depends to a great extent upon the position our "Alma Mater" occupies among educational institutions. Aware of the fact that success depends almost entirely upon personal endeavor we still think much is due the institution at which we received that fundamental education upon which our success has been built.

It is with confidence, therefore, that we address you upon the subject of the alumni organization. Assured that your interest in the old College is as great as our own we think the only thing necessary is to inform you that at a meeting of those alumni residing in town and vicinity, it was decided to have an alumni reunion, having in view a permanent organization of the Alumni of the College.

The object of this organization would be to renew, as it were, old friendships and give us an opportunity to meet old school comrades, to engender a social feeling among the alumni and to awaken interest in the college.<sup>26</sup>

In response to this appeal, thirty former students attended a meeting held on the Wednesday afternoon of commencement week. Among those present were many of the most prominent graduates of the college. Officers elected at this meeting were: Mr. Eben F. Perkins, class of 1849, president; Mr. Hope H. Barroll, class of 1878, first vice president; Mr. Rowland Watts, class of 1878, corresponding secretary. The following February a meeting was held at the office of Eben F. Perkins in Chestertown to lay plans for the meeting of the association during the commencement week of 1889.

26. Washington College archives.



Evidently the plans were well laid, for we learn that a meeting of alumni was held in college hall at 2 p.m. on Wednesday, June 27, 1889. Following a business meeting the group assembled at the Voshell House, in Chester-town, where they attended a banquet. The menu, as reported by the *Kent News*, was as follows:

Soup—vermicelli, oysters. Fish—boiled rock, poggie. Boiled—lamb, caper sauce. Entrees—soft shell crabs, fried oysters, baked ham, crab salad, fried chicken. Relishes—mixed pickles, horse radish, cold slaw. Dessert—jelly cake, chocolate cake, pound cake, tutti frutti ice cream, harlequin ice cream, ice cream, peaches, apricots, bananas, crackers, cheese, tea, chocolate, coffee.<sup>27</sup>

When all present had satisfied their appetites, Mr. C. T. Westcott, as toastmaster, made a few appropriate remarks before calling upon several of the distinguished members present. That evening the annual ball was held at Stam Hall and was attended by many of the alumni and their friends. The *Kent News*, commenting on the ball, noted that “the ladies certainly looked lovely in their neat fitting garbs and their beauty of form was only rivaled by the gracefulness which characterized their dancing.”

### Dismissal of Williams

When the board met on May 21, 1889, minutes record that the main topic for consideration was the lack of progress made by the college in the prior two years. Following lengthy discussions, a resolution was adopted calling for the resignation of Professor Williams, effective at the close of the academic year. Professor Williams requested reasons for the board's action. The board responded that in its opinion Williams did not possess the qualifications either as a disciplinarian or a scholar to carry on the duties as principal of the college.

27. June 29, 1889.

## Charles Wesley Reid: 1889-1903

Charles Wesley Reid, successor to Professor Williams, was forty-six years of age when elected principal of Washington College. He was born June 10, 1843, at West Brandywine, Chester County, Pennsylvania. Following two years in grammar school, he entered the Philadelphia High School, completing the course in four years. He entered the junior class at Dickinson College, graduating in the summer of 1865, the honor man in his class. Following graduation, he conducted a private school in Milford, Delaware. In the fall of 1867 he closed his school at Milford and went to Germany to engage in the study of ancient languages. He spent a year at the University of Göttingen, a year at the University of Berlin, and six months at the University of Bonn. During his stay abroad, Dr. Reid traveled extensively in Germany, France, Belgium, Holland, and Italy. Before returning to America he spent three months in Greece.<sup>1</sup>

Reid's first appointment after his sojourn in Europe was at Mount Pleasant Academy in Sing Sing, New York, where he remained for one year. In 1871 he accepted an appointment as professor of French and German at Allegheny College in Meadville, Pennsylvania. He continued in that capacity for six years before receiving an appointment as professor of Greek at the same institution. He remained at Allegheny until 1886, when he was appointed professor of Greek and German at St. John's College. He was elected principal at Washington College in September, 1889.

Dr. Reid believed that the value of the small college was to be found in the opportunity to develop close personal relations between the in-

1. Dr. Reid's diary may be found in the archives at Washington College.



PORTRAIT OF CHARLES WESLEY REID, PH.D., 1889-1903

structor and the student. He expressed the view that classes be limited to twenty-five students and thought that any class in excess of this number would place a burden on the teacher. He firmly believed in the value of the classics as an important part of the student's education, even though the student would not have much opportunity to use Greek and Latin in his chosen vocation. The value of these subjects, he felt, lay in developing and disciplining the mind of the student. The French and German languages, which were easier to learn, did not provide the same degree of discipline.

Despite his strong attachment to the classics, Dr. Reid recommended that the curriculum be revised to enable students to elect one of two courses: the classical course, requiring four years of Greek and Latin, or the scientific course, which would substitute scientific subjects for the Greek requirement. The catalog for 1889-90 lists the courses of study as proposed:

FRESHMAN CLASS

*Fall Term*

Greek, 4 (or zoology, 5); Latin, 4; algebra, 5; modern history, 4; French, 3

*Spring Term*

Greek, 4 (or botany, 5); Latin, 4; geometry, 5; rhetoric, 4; French, 3

## WASHINGTON COLLEGE

### SOPHOMORE CLASS

#### *Fall Term*

Greek, 4 (or physics, 5); Latin, 4; trigonometry, 5; French, 5; rhetoric, 3

#### *Spring Term*

Greek, 4 (or physics, 5); Latin, 4; surveying and navigation, 5; French, 3; English literature, 3

### JUNIOR CLASS

#### *Fall Term*

Greek, 4 (or analytical geometry, 4); German, 4; Latin, 4; chemistry, 5; moral philosophy, 3

#### *Spring Term*

Greek, 4 (or astronomy, 4); German, 4; Latin, 4; chemistry, 5; moral philosophy, 3

### SENIOR CLASS

#### *Fall Term*

Greek, 4 (or differential calculus, 5); German, 4; chemistry, 5; political economy, 3

#### *Spring Term*

Greek, 4 (or integral calculus, 5); German, 4; micrology and geology, 5; mental philosophy, 3

Monthly declamations and compositions throughout the year.

The faculty consisted of Dr. C. W. Reid, principal, who conducted classes in Greek, German, and mental and moral sciences; Professor Rowland Watts, mathematics; and Professor C. W. Proctor, natural science. Professors Micou and Clarke continued in their former assigned areas of instruction.

## The Preparatory Department

The Preparatory Department consisted of the first and second classes. In 1894, upon the recommendation of Dr. Reid, a third preparatory class was authorized by the board. In addition to the college and preparatory courses, a special or partial course was available to those students who did not wish to complete the college course. Such students were required to take at least fifteen recitation hours per week. Their tuition was the same as that assessed for the regular classes. They were classified as students in the department in which they took the greatest number of courses. Upon satisfactory completion of the course, they were awarded a Certificate of Proficiency.

## Coeducation

Coeducation was adopted at Washington College in 1891. Early in September of that year, Professor Proctor, who was traveling on the daily boat from Chestertown to Baltimore, entered into conversation with several young ladies from Chestertown, in the course of the trip.<sup>2</sup> In their exchange the ladies inquired of the professor why women were not permitted to attend classes at the college. They then proceeded to inform him of the reasons why the college should admit women as students. Professor Proctor was so impressed with the sincerity and reasoning supporting their views that, upon his return to the campus, he reported his conversation to Dr. Reid. The principal recognized the merit of the suggestions made by the young ladies, and, when the Board met on September 18, 1891, he presented the following recommendations,

I would respectfully suggest that young women be admitted to the College as day students on the same terms as young men. My reasons for this suggestion are:

1. There are a number of young women ready to enter at once. This number can probably be increased ten or twelve.
2. The faculty are unanimously in favor of it.
3. It will materially increase the resources of the College without increasing the expenditures.
4. There will be no risk in it, as it can be discontinued in a year, if not a success. Those who are doubtful can judge for themselves, by seeing the experiment tried.
5. It will be a great financial advantage for those who have daughters to educate.
6. It will increase the friends of the College.
7. It will be the greatest help in improving the moral tone of the College.<sup>3</sup>

The proposal was favorably received by the board, which adopted the resolution that "females be admitted to classes and lectures of Washington College as day students, and the Principal in conjunction with the President is requested to make proper provision for their accommodation."<sup>4</sup>

The decision to admit young ladies as day students raised the question concerning the availability of space for their use between classes. This had been a problem for some of the male day students. Those day students fortunate enough to have friends boarding at the college could make use

2. J. S. William Jones, "Co-Education at Washington College," *Washington College Bulletin* 20, no. 4 (1942):3-8.

3. Board Minutes, September 18, 1891.

4. *Ibid.*

of their friends' rooms, but those who were not so privileged were compelled to find a place to study between recitation periods. The board decided that,

Whereas complaints had been made by parents of students on the want of provision for the rooming and seating of scholars for study between recitations—Resolved, that the Principal of the College in conjunction with the President is requested to have provision made for the accommodation of all scholars who have not rooms of their own in College, between recitation periods, under the supervision of the Faculty.<sup>5</sup>

Later it was reported that the library had been moved from its location on the second floor of Middle Hall to rooms on the first floor of the building. To maintain order in the library, the board suggested that the faculty arrange for its supervision during class hours.

Eleven young ladies attended the college as day students during the first year of the experiment. The next year the number was doubled. The catalog for 1893-94 reported twenty women in attendance. To encourage additional female applicants, the catalog announced that "a suitable house within eight minutes of the College has been procured for those coming from a distance, where board, including room and fuel, can be furnished from \$3 to \$3.50 per week. The building will afford comfortable accommodations for 12 to 15 persons. They will be under the immediate supervision of a lady teacher who will board with them." The modest success of the program induced Dr. Reid to recommend that a lady teacher be employed and that plans for the erection of a boarding hall for ladies be authorized. The board hesitated to approve the appointment of a lady to the faculty but eventually gave its approval. The first woman appointed to the faculty was Miss Bertha M. Stiles.<sup>6</sup>

### *Plans for a Ladies' Dormitory*

The introduction of coeducation apparently succeeded, as the enrollment of young ladies continued to grow. On August 12, 1895, Dr. Reid strongly recommended that steps be taken to erect a dormitory for ladies, stating that, during his canvass of the Eastern Shore, he was assured by prospective female students that they would attend the college if suitable accommodations were available on the campus. The board suggested that the principal secure, from at least two builders, plans and specifica-

5. Ibid.

6. Ibid., June 12, 1893.





CLASS OF 1895

Miss May Matthews was the first woman to complete the academic course at Washington College.

tions for a building to be erected at a cost not to exceed \$3,000, including everything except the plumbing. No further action was taken at this time.<sup>7</sup>

On November 9, 1895, the *Kent News* wrote:

Neither the Eastern Shore nor Delaware has any institution where those who wish to teach in public schools can make special preparation. Teachers must therefore be employed who have had no proper training, or they must seek it either outside the State or at the Baltimore Normal School. If they are not fortunate enough to obtain a "normal" scholarship, which gives them free tuition, the cost is so great that very many who would gladly take a special training for this work are obliged to get on as best they can without it. The result is that many who have made honest efforts to prepare themselves fail at the county examinations; while the ranks of the teachers in public schools are necessarily recruited from those who are poorly qualified to teach. Only 70 free scholarships are distributed among the counties of the Eastern Shore,

7. *Ibid.*, August 12, 1895.

although nearly 600 teachers are employed. As the course lasts three years about 20 normal school graduates are prepared for the Eastern Shore each year. A very small proportion of our teachers hold normal school diplomas.

The advisability of requesting the General Assembly to authorize the college to establish a Normal Department to train public school teachers was discussed at a meeting of the board on February 1, 1896. Following the discussion, a bill was prepared and a motion made to request Mr. C. T. Westcott, senator representing Kent County, to introduce the bill in the Maryland Senate. On March 19 the General Assembly voted to empower the Visitors and Governors of Washington College to establish "in said college or seminary of learning, a department of pedagogy for the instruction and practice of teachers in the science of education." Sections 2 and 3 of this act authorized the visitors and governors to issue to the

graduates of this department who have satisfactorily completed the prescribed course and who have attained the age, which now is, or may be hereafter prescribed for teachers under the public school law of Maryland, a certificate authorizing the said graduate to teach for two years from the date thereof, in any of the public schools of Maryland, and at the expiration of two years, upon the recommendation of any public school examiner under whose supervision the graduate may have taught for eight months, to grant a permanent diploma authorizing the recipient to teach in the public schools of the State, the said diploma to be subject to revocation in the discretion of the Visitors and Governors of Washington College.<sup>8</sup>

Later in the same session the General Assembly approved an appropriation of \$5,000 to be applied to the erection of a "suitable building upon the college grounds for the reception of female boarding students."<sup>9</sup> Section 2 of the same act directed that in addition to the sum currently donated to the college, there should be added \$1,000. In consideration for this sum, the college was to supply free tuition and books in the Normal Department to one "indigent" female student in each county on the Eastern Shore of Maryland. In return the recipient was to sign an agreement to pay the college \$25 for each session she attended at the college should she fail to teach in the public schools of Maryland.

The enactment of this legislation enabled the board to proceed with plans for the erection of a building to house female students. The secretary of the board was instructed to prepare an option for such part of the Bell lot, not exceeding two acres, as the board should choose for the site of the building. Dr. Reid was directed to call upon Mr. Bell to secure his

8. *Laws of Maryland*, 1896, chap. 63, pp. 65-66.

9. *Ibid.*, chap. 188, pp. 302-3.

signature for such an option, at the lowest possible price, retaining the right of the board to determine the precise location of the lot.<sup>10</sup> The option was duly signed and the site selected. A committee was then instructed to secure plans and specifications and bids from two or more contractors. The building was to be sixty feet by forty feet and was to be designed to accommodate thirty female boarders. The committee was instructed to secure bids comparing the cost of a brick building to that of a wooden structure.

Simultaneously a committee of the faculty was at work preparing a curriculum suited for a Normal course. The work of the committee was approved by the board and was incorporated in the college Catalog for 1896-97. The Normal course, as designed, extended over a period of three years for those students who had not had a high school education. The first year was the equivalent of the third year in the preparatory department. The two succeeding years were equivalent to the freshman and sophomore years in the college course. Those applicants who were graduates of high schools were permitted to enter the regular college classes, completing the work in two years.

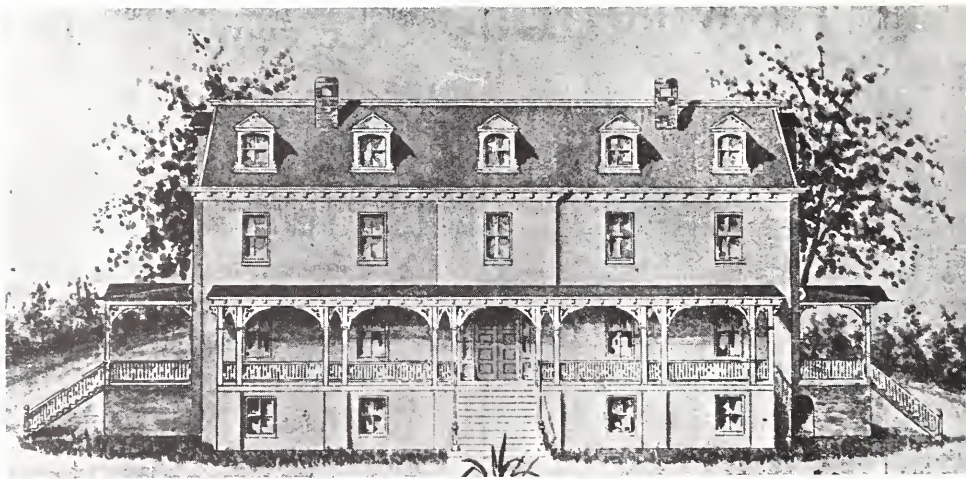
### *Normal Hall*

The *Kent News* for April 24, 1897, announced: "Normal Hall Opened." The article went on to say that Washington College was now prepared to accommodate lady students in a comfortable way. The catalog for 1897-98 describes (pp. 45-46) the building:

The Board of Visitors and Governors desiring to carry out the spirit of the act of the Legislature, with regard to a Ladies' Hall, purchased three acres of land immediately adjoining the college campus. The lot is situated on a hill, ninety feet above tidewater, from which there is a beautiful view of the town, Chester River and the surrounding country. The location could not be more beautiful or more desirable. The hall is within one hundred yards of the central building and of the recitation rooms, from which it is separated by the highway. It has three stories and a basement. The basement contains the dining room, 40 x 24 feet; kitchen, pantry and heating apparatus. In the first story are parlors, accommodations for teachers and the matron's apartment. The second and third stories contain accommodations for thirty-two students. The building is heated throughout with hot water, is supplied with hot and cold water, bath rooms, water closets and other improvements. The rooms are comfortably furnished throughout. Each boarder furnished her own bedding (except mattress) and towels.

10. Board Minutes, May 25, 1896. Reid Hall and Minta Martin Hall presently occupy the site purchased from the Bell family at this time.





NORMAL HALL, ERECTED 1896

### New Buildings

Shortly after Dr. Reid became principal, the board realized that if enrollment was to be increased, additional facilities would be required to accommodate a moderate addition to the student body. At that time seventy students were enrolled, and the prospects for an increase in this number appeared bright. The last important physical addition to the college plant had been the erection of the East and West buildings. These buildings and Middle Hall housed the classrooms, dining room, apartments for the principal, the vice principal, and one faculty member, as well as some students. The board decided to erect two frame houses to serve as dwellings for the principal and vice principal. On the erection of these dwellings, the apartments occupied by the professors could provide space to house additional students.<sup>11</sup> Plans and specifications were called for, and bids were invited.<sup>12</sup> With the completion of the preliminary formalities, construction on the two buildings began immediately, being scheduled for completion in September. On September 2, 1890, the *Kent News* reported that the two buildings were about completed. Since the specifications for the two houses did not include arrangements for plumbing, plans were prepared and submitted to Mr. York and Mr. Sutton, inviting each to present an estimate of cost for installing such facilities. The plans

11. *Ibid.*, February 10, 1890.

12. *Ibid.*, July 30, 1890.



PRINCIPAL'S HOUSE



VICE PRINCIPAL'S HOUSE

called for the erection of a water tank having a capacity of 5,000 gallons. The tank was to be fed by a line from the water main of the Chestertown Water Company, which fed a fire hydrant behind East Hall, on College Lane. The connection to the water main was by tap or taps capable of permitting a free flow of water to a force pump under the tank. The pump was to be of sufficient size to enable a man to pump at least 200 gallons an hour, pumping at a rate of twenty strokes a minute. This arrangement was evidently unsatisfactory, for the board authorized the erection of a windmill to pump water into the tank.<sup>13</sup> Later this was replaced by a hot air engine. The water was to be distributed

into the kitchen of Prof. Micou's residence with stop and waste, compression cock, sink and waste pipe—into the kitchen of Dr. Reid's residence with stop and waste, compression cock, and sink and waste pipe. Into the first story hall of the north end of the East Building with compression cock, stop and waste, sink and waste to the ground. Into Prof. Proctor's residence south end of East Building with stop and waste, compression cock and sink. In the kitchen of Middle Hall Building occupied by Mrs. Thomas, with stop and waste and compression cock and sink. Into Prof. Proctor's recitation room, first floor Middle Hall, with stop and waste, compression cock and sink and waste to the ground outside. Into the second floor of West Building, south side, on stair landing, with compression cock, stop and waste pipe to ground outside.<sup>14</sup>

A recommendation for the installation of four baths in the tank house was referred to the Committee on Repairs. Following its study of the proposal, the committee reported that the baths "would not be used to any extent unless they were fitted with both hot and cold water, and the probable expense thereof would be greater than the available means of the College would justify."<sup>15</sup>

In 1900 the board authorized the installation of two bath tubs and water closets in East Hall provided the cost did not exceed \$250.<sup>16</sup>

### College Activities

Dr. Reid participated in a number of activities during his incumbency as principal. Shortly after he had arrived on campus, a chapter of the Young Men's Christian Association was formed. Meetings were scheduled every Sunday afternoon at 4 P.M. During the winter of 1889-90, Dr. Reid

13. Ibid., August 7, 1893.

14. Ibid., March 9, 1891.

15. Ibid., December 10, 1892.

16. Ibid., September 29.



lectured to the group on Old Testament history.<sup>17</sup> The following January, encouraged by Dr. Reid, a Shakespeare Club was organized, composed of townspeople, members of the faculty, and others. The meetings were held every other week at the home of one of the participants and were devoted to reading the plays of Shakespeare.<sup>18</sup>

The *Kent News* of April 12, 1890, reported an exciting day on the campus.

The collegiate year is witnessing many new departures in the management of Washington College. One of the most interesting was the observance of Arbor Day. The students, some time before the occasion, had made preparation for tree planting, and when the day dawned bright and clear all were ready to make it a success. R. G. Nicholson, the nurseryman, furnished most of the trees, and a great many others were transplanted from their natural home in the woods and swamps. The bell at 10 A.M. summoned the students to their accustomed places in the chapel, and after listening to appropriate addresses from Mr. Bowers, of the Senior Class, Prof. Watts, Rev. Mr. Phillips, Mr. Colin Stam, Prof. Micou and Dr. Reid, all adjourned to the campus to commence the work of digging and planting. A visit to the College will reveal the result of the day's work. Beginning at the stile, a row of silver, sugar and Norway maples stretches clear up to the residence of Mr. Melvin, Esq. The vacant spaces on the lower terraces were supplied and then continued in a semi-circle running parallel to the upper terrace as far as the fence at the back of the buildings. Another row was started below the lower terrace and carried as far as the road fence. Dr. Reid set out a double row of fine Norway maples in front of the site chosen for the new buildings, and in time these will provide fine shade. The whole scene was a busy one, and additional zest was lent to the work on account of the perfect mark being obtained for putting in a tree. The varieties chosen were all good, and, should even a reasonable proportion live, the first observance of Arbor Day will be crowned with sufficient success.

Extracurricular activities increased during this period, encouraged, perhaps, by the larger number of students in attendance.

### *The Mount Vernon Literary Society*

Each year, in observance of George Washington's birthday, the Mount Vernon Literary Society presented a special program, open to the public, featuring an address by a noted public figure or a prominent clergyman. In 1895 Judge Pearce was the principal speaker for the evening. Alfred A. Pearce had attended Washington College in the preparatory department in 1853, completing his college education at Princeton. Returning to

17. *Kent News*, October 9, 1889.

18. *Ibid.*, January 11, 1890.



MOUNT VERNON LITERARY SOCIETY, 1895

Chestertown, he entered the practice of law. Upon the death of his father, the late Senator James A. Pearce, the judge was elected to succeed his father on the Board of Visitors and Governors of the college. During the course of his remarks, he chided the students by assuring them that they were enjoying much better accommodations than the students of his day. In describing conditions in 1853 in Middle Hall, which was the only building on the Hill, he said:

Boarders . . . were lodged in four rooms on the third floor of the center building, which were thus required to accommodate at one period over forty students. These rooms were known as the Nursery, the Apple Orchard, the Grog and St. Peters, and the names were supposed in some sort of way to reflect the condition and character of the occupants, though the vivid imagination of the youth had much to do with the coloring of this picture. The bad were not so bad—and I fear the good not so good—as they were painted.

The observance of the fiftieth anniversary of the society extended over a period of four days, from Friday, February 19 to Monday, February 22, 1897.<sup>19</sup> The festivities opened on Friday evening when the society entertained the Philomathean and Pieria Literary societies and the faculty and other friends of the college at the chapel in West Hall. At 9:30 P.M. the

19. *Kent News*, February 27, 1897, carried a full account of the program.

assembled group moved to the gymnasium where refreshments were served. This was followed by an interesting program of literary games and humorous selections. The following evening a declamation and oratorical contest was held, in which the members of the society were the participants. The winner of each event was awarded a gold medal. On Sunday morning the society and friends attended the Methodist Episcopal Church in town, where they heard a sermon by the Rev. W. P. Compton, who, during the course of his remarks, congratulated the young men upon the success of the occasion.

On Monday morning the exercises were held in the college chapel. The program consisted of choral music rendered by members of the Pieria and Mount Vernon Literary societies, declamations, and a discourse by H. W. Catlin. The four-day celebration closed with a banquet followed by speeches and toasts.

### *Contested Election and a New Society*

As Mount Vernon was the only literary society on the campus for many years, it is not surprising that differences of opinion occurred within the group from time to time. Previously they had not been serious enough to cause an open revolt. As the membership increased, disputes between the boarding students and those living in town began to emerge. The *Chestertown Transcript*, in its report of a coming election within the society wrote:

An animated and interesting campaign is now in progress in the Mount Vernon Literary Society. William B. Usilton, Jr. will be put in nomination by the town students, while A. M. Hana will be led by the College forces who board at the institution. Under the presidential management of either of these gentlemen the Mount Vernon will be entirely safe.<sup>20</sup>

The next week, the *Transcript* reported the results of the election.

The election of officers in the Mount Vernon Literary Society took place on Friday evening January 15th and resulted in the election of: William B. Usilton, Jr., President; R. Earle Fisher, Vice President; J. A. Franklin Carey, Recording Secretary; Thomas W. Perkins, Corresponding Secretary; G. Edgar Williamson, Treasurer. The excitement ran high, and it is claimed that none of the officers except Mr. Usilton is legally elected or eligible for office, there is much talk of forming a new society. It will probably be called the William Smith Society in honor of the illustrious first president of Washington College. Mount Vernon has had a somewhat checkered career over forty years,

20. January 14, 1892.

and it is hoped that the formation of a new one will not interfere with its usefulness.

And one week later the *Transcript* reported the final outcome.

A number of students met on Saturday night and organized a new society. They decided to call it the Philomathean and elected the following officers: President, A. M. Hana; Vice President, W. A. Melvin; Recording Secretary, H. V. Holloway; Corresponding Secretary, R. Lee Glover; Treasurer, R. B. Polk; Chaplain, W. E. Bullock; Sergeant at-arms, F. B. Watts. This society has adopted some new features, and gives promise of success. One of the features claimed by one of its members is that it will have a constitution and live up to it. It is not thought that the organization of the new society will injure the Mount Vernon, as there are now enough students to maintain both.

So the Philomathean Society was launched to compete for the literary talents of the male students. Despite the acrimonious dispute that resulted in the division of the old society, both groups, in time, were able to forget their differences and to cooperate in presenting united programs, carrying on debates, and engaging in declamation contests. On special occasions conducted by each group, the rival organization was often invited to participate. The Philomathean Society was active until 1902 when it was succeeded by the Adelpia Literary Society, which continued for many years.

### *Pieria Literary Society*

When young ladies were admitted as day students, it was to be expected that in time they would organize a society of their own, as they were not eligible for membership in the other two societies. The inevitable took place on Tuesday, April 8, 1894, as the *Transcript* reports:

Many were the enquiring glances in the direction of the girls' room at Washington College, after the regular exercises Tuesday, for the girls were meeting there in solemn conclave. No one knew of their important deliberations until the meeting adjourned, and then it was noised about that the Pieria Literary Society of Washington College had been formed. The ladies adopted a constitution and elected the following officers: President, Bertha M. Stiles; Vice President, May Mathews; Secretary, Mary Willia Cavender; Treasurer, Grace Whaland. The Society starts its career with ten members. The meetings will be held at the College every Tuesday afternoon, and the exercises will consist of declamations, essays, debates and an editorial paper. The society occupies a long felt need at the College, and it is hoped that all the ladies who have been students there, will avail themselves of the privilege to become honorary members, and that all the friends of the girls will assist them to make their society do the work for which it was organized.<sup>21</sup>

21. April 12, 1894.





PIERIA LITERARY SOCIETY, c. 1902

The name adopted by the young ladies for their venture was selected from a quatrain from Alexander Pope's "Essay on Criticism":

A little learning is a dangerous thing.  
Drink deep, or taste not the Pierian spring:  
There shallow draughts intoxicate the brain,  
But drinking deeply sobers us again.

During most of Dr. Reid's administration, the three societies provided interesting programs and social activities to which students, faculty, and townspeople were invited.

### *Intercollege Activities*

In addition to the literary activities on campus, the college was also engaged in intercollege literary activities. The Maryland State Oratorical Association was formed in 1899 with Maryland Agricultural College, St. John's College, Washington College, and Western Maryland College participating. Contests were held each year at one of the participating institutions. From 1899 to 1903, Washington fared very well in these contests, winning the first prize for two years and the second prize for two years. The contests were looked forward to with great interest by the participants and the public.

*Student Publications*

Dr. Reid reported that the junior class was planning to publish a college annual.<sup>22</sup> To help meet the costs involved, the class submitted a request to the board for a donation of fifty dollars. The board complied with the request. The first college annual, or yearbook, was published as the *W. C. Alpha*, '95. The editor-in-chief was Edward M. Noble, ably assisted by M. Belle Boston, Mary Burchinal, M. Earle Usilton, and H. Arringdale Jump. This venture was abandoned after the first issue due to a lack of funds.

The *Washington Collegian*, a student newspaper, made its first appearance in February, 1898, under the editorship of Leon A. Davis. It was published monthly and contained articles written by students on miscellaneous subjects, social notes, notes from Normal Hall, athletics, and college humor.

*Intercollegiate Sports*

During Dr. Reid's years as principal, Washington College became more active in the field of intercollegiate sports. For some years the students were chiefly interested in baseball, playing teams representing nearby towns. Two men had established outstanding reputations in those early years for their ability as baseball players. William Hopkins was a pitcher for the college team, touted as one of the pioneers in the development of the curve ball. John Y. Todd was catcher and teammate of Hopkins and was credited with greatly assisting Hopkins as a pitcher. With the matriculation of Alva B. Burris in 1892, the college baseball teams began an era of winning seasons. Burris was an outstanding pitcher as well as an outstanding all-round athlete. He was aided, of course, by the talent that was available at the college.

One might have thought that following the humiliating defeat in 1888 the college men would not have been interested in continuing to play football. However, hardy young individuals like W. F. Porter, W. B. Usilton, George Brice, G. A. Bunting, R. F. Duer, and Thomas Massey were not discouraged by that experience. All performed creditably on the football teams of the early 1890s.

In 1894 the Maryland Intercollegiate Football Association was formed, composed of Baltimore City College, Johns Hopkins University, Maryland Agricultural College, St. John's College, Washington College, and Western

22. Board Minutes, March 30, 1895.





BASEBALL TEAM, 1893

*Front row (left to right):* L. F. Armstrong, Gould (first base), S. S. Brice, R. F. Clyman; *second row:* C. F. Franklin, Woodruff (second base), P. Burris, Polk (third base), C. Zearfoss; *back row:* Cameron (scorer)

Maryland College.<sup>23</sup> Home and away games were scheduled, but adverse weather and traveling conditions often prevented games from taking place.

For some time the only space available for indoor physical exercise was in the basement room on the north end of the West building. The equipment in this room consisted of Indian clubs, chest weights, and wands. As early as 1889, a movement for the expansion of the facilities for physical exercise was initiated. The local papers hinted that a series of entertainments might be held to raise funds that would contribute toward the erection of a new gymnasium. Affairs were actually conducted, mostly plays, which were performed in Stam Hall, in Chestertown. Eventually the sum of \$1,200 was raised and contributed to the college in the name of the town and alumni. The visitors and governors pledged \$500 to purchase new apparatus.<sup>24</sup> When the building was ready for use, the *Transcript* reported that "the new gymnasium is a handsome structure 30 x 40 feet. Around the building at an elevation of eight feet above the floor a running track has been constructed."<sup>25</sup>

23. *Chestertown Transcript*, June 7, 1894.

24. Board Minutes, April 16, 1892.

25. November 3, 1892.

The cost of construction was \$2,000. The gymnasium proved to be a valuable addition to the physical plant, not only because it provided space for physical exercise but also because more space was now available for social activities. In due time the necessary apparatus was installed. Each student was assessed a small fee for the use of the gymnasium, a policy to which a few students objected. They thought the assessment unjust, since they had no intention of making use of the facilities. Their number being small, the board decided that those students who did not intend to use the facilities would not be required to pay the fee.

The athletic program of the college was under the direction of the Athletic Association, a student organization. The first notice of a college team participating in a baseball game had been in the *Kent News* of May 18, 1867. The game was arranged by students who wished to play baseball, and for several years thereafter students scheduled their own games. As more students expressed a desire to participate, the Athletic Association was formed.<sup>26</sup> Officers were elected to conduct the business of the organization, and each student was expected to contribute a small sum to support the program. To supplement their own resources, plays were presented in Stam Hall, in town. These plays, which were well patronized by the townspeople, were produced under the direction of Professor Clarke, who, in addition to his teaching duties, played first base on the baseball team for several years.

In 1897, Professor Burris introduced basketball as an exercise to keep his men in condition for baseball. The next year the *Collegian* stated that this sport was making rapid progress and would soon become a permanent part of the athletic program.

### *Women's Sports*

Physical exercise for the young ladies was not neglected. It was reported that a "new feature in the ladies' department was introduced by Miss M. B. Stiles" when it was agreed that she and the women students who wished to participate might repair to the gymnasium for exercise.<sup>27</sup> Occasionally, on pleasant days, the young ladies were permitted to walk across the bridge over the Chester River, under the supervision of a chaperone. A tennis court was provided on the north side of Normal Hall where young ladies could participate in this "less vigorous exercise."<sup>28</sup>

26. First mention of the Athletic Association was found in the *Kent News*, November 23, 1889, when it reported that the Association met to organize a football team.

27. *Chestertown Transcript*, March 22, 1894.

28. *Washington Collegian* 5, no. 2.



GYMNASIUM, 1892



FOOTBALL TEAM, 1895



They also organized a basketball club, playing on the lot between the residences of Professor Micou and Mr. Melvin.<sup>29</sup> "This is a sport much enjoyed by the gentler sex, and its light work is especially adapted to their weaker physiques."<sup>30</sup>

### *A Typical College Day*

Ernest Howard, who was a student at the college at that time, recalled the normal daily activities in the life of a student.

A working day began with the ringing at 6 A.M. of the bell in the tower on Middle Hall. Breakfast was served at eight o'clock, and recitations began at 8:50 and continued in four 40 minute periods until 11:30, when the students and faculty gathered in College Hall for chapel service lasting for thirty minutes. Then there were three more periods 40 minutes each and dinner at 2:00 P.M. The afternoons were devoted to gymnasium and athletic work or to less strenuous activities, and after the evening meal there was a study session from 7 to 10 o'clock. Between those hours a faculty member made two inspections of the dormitories every evening, except Friday and Sunday evenings, in order to ascertain whether or not the students were in their respective rooms and applying themselves to their studies. Mr. Howard's description of the facilities follows:

East Hall served as the dormitory for upper classmen. At the southern end of the first floor Professor Clarke and his wife had rooms, while Professor Burris, the athletic director, occupied the northern end of the same floor.

Middle Hall in those days might properly have been called the Administration Building. On the first floor were four classrooms. The southwestern quarter was the classroom of the President, Dr. Charles Wesley Reid. Adjoining him on the same side was the classroom of Professor Clarke, English instructor, while Miss Katherine Kemp Hobbs, Principal of the Normal Department, presided over the remainder of the first floor. Dr. James Roy Micou and the shades of Virgil, Cicero and Horace were held in the room directly over Dr. Reid, while Dr. J. S. William Jones, of the Department of Mathematics, occupied the room across the hall from Dr. Micou, and Miss Alice Riley taught French and German in the northwestern quarter of the second floor. The other section of this floor housed the College library.

The third floor of Middle Hall was reserve dormitory capacity. It also served occasionally as a quarantine ward and sometimes a kangaroo court held its sessions here and dispensed student justice. The basement of Middle Hall provided living quarters for the janitor and his spouse. At that time the incumbent was William Hudson. He was later succeeded by one Charles H. Brown, whose most notable characteristics were his extreme strabismus and his pink chin whiskers.

29. Presently occupied by Kent House.

30. *Washington Collegian* 5, no. 2.

West Hall was populated by freshmen and students in the Preparatory Department. In those days Dr. A. Sager Hall used the northern end of the basement of West Hall as his recitation room, with the physical and chemical laboratories in the rear.<sup>31</sup>

### Commencement, 1903

By 1903 commencement week extended over a period of five days. The first scheduled event of the week was a lawn fete sponsored by the Pieria Literary Society for Friday evening, June 12. Unfortunately, plans for an outdoor party were disrupted by a storm, which occurred just as the party was about to begin. Undaunted, the young ladies moved their activities to the college chapel, where all in attendance enjoyed a very pleasant evening. The next event was the baccalaureate service, held in the Methodist Episcopal church on Sunday morning. The speaker was the Rev. E. C. McNichol of Cambridge, Maryland. That evening the Student Christian Association heard the Reverend Mr. Gantt deliver a sermon in the Protestant Episcopal church. Monday evening the Adelpia Literary Society presented a program at Stam Hall to a large audience, featuring the Hon. L. Irving Handy. Tuesday morning a very closely contested declamation contest was held; first prize was awarded to Leonard B. Smith and second prize to Thomas F. Garey. That afternoon a baseball game was played between the college team and the Walbrook team from Baltimore. The college won by a score of 10 to 0. The program was continued that evening at Stam Hall, when the Pieria Literary Society and the Mount Vernon Literary Society presented a program of readings by Miss Jeanette Young.<sup>32</sup>

The commencement exercises were held on Wednesday morning. Following a long tradition, the students, alumni, and faculty assembled on the college campus and, accompanied by a band of musicians, marched to the town, where they were joined by the members of the Board of Visitors and Governors, who had the honor of escorting John Walker Smith, governor of Maryland, to the hall. Upon his appearance on the platform, the governor received a rousing ovation. Later, he delivered an address to the graduates and, after the reading of the mandamus by Dr. Reid, presented the graduates with their diplomas.

31. Ernest A. Howard, "Recollections of Washington College, 1900–1905," typewritten paper, Washington College archives.

32. *Chestertown Transcript*, June 20, 1903.





ADELPHIA LITERARY SOCIETY, 1903

*Front row (left to right):* Alfred S. Garrison, Robert F. Gill, W. Lusby Nicholson, George M. Merriken, Charles H. Truitt, Howard H. Hopkins, Henry C. Beck; *second row:* Arthur T. Tyler, Frederick Jarboe, John R. Brittingham, Ernest A. Howard, Norman Lee Ward, Sudler Goodhand; *behind Ward and Goodhand:* P. Medford Brooks, Austin L. Whittington; *back row:* Harry P. Porter, Howard O. Stephens, Arthur S. Walls, Lemuel C. McGinnes

Following the exercises, a business meeting of the Alumni Association was held, at which time there was a discussion relating to the need for endowment. The afternoon was devoted to a baseball game with the Walbrook team; the college won by the score of 10 to 1.

The final event of the week was the annual ball held in Stam Hall. Dancing began at 9 P.M. and continued until midnight, when refreshments were served. Following the refreshments, dancing resumed until 3 A.M.

Resignation of Dr. Reid

On April 15, 1903, a resolution was introduced in a meeting of the Board which read:

Resolved, that the resignation of Dr. C. W. Reid as Principal and member of the faculty of Washington College to take effect at the expiration of the present term would be acceptable to the Board of Visitors and Governors.

This motion generated considerable discussion, in which practically all members present participated. Several amendments to the motion were offered, but each failed. When the final vote was taken on the original motion, it passed by a vote of 8 to 5.

On May 20, 1903, the president of the board reported that Dr. Reid had submitted his resignation effective at the close of the present term.

In commenting on the resignation of Dr. Reid, the May 30 *Kent News* wrote:

Fourteen years ago, when Dr. C. W. Reid was made President, Washington College had but few students; it now has 120. Its total yearly income from all sources was barely \$5,000; it is now \$10,000. The faculty consisted then of four men; now it has a faculty of eight, who are all specialists in their well-defined departments. It had then no standing and only local patronage; it is now recognized as one of the leading colleges of the State, and has students from all parts of Maryland and from adjoining States. Then it had but three buildings, in a wretched condition; now it has eight including the houses of the teachers.

During this period co-education has been adopted, a normal hall has been built and kept filled with young ladies; a gymnasium has also been erected and equipped, and physical training has been made an essential part of the course for both young men and young women. Co-education has nowhere a stronger recommendation than at Washington College.

It is a distinct loss to the cause of education in Maryland that Dr. Reid has felt called upon to resign while in the midst of building up this old institution. Of the 218 who have graduated since its reorganization in 1845, 100 have graduated under his management.

Upon retiring as principal, Dr. Reid moved with his wife to Milford, Delaware, where they became active in civic and church affairs. Dr. Reid taught a class of elderly men at the Avenue Church in Milford and later consented to teach a newly organized "Fellowship Class" at the church. The class grew rapidly and continued for some time. Following the deaths of Dr. and Mrs. Reid, their portraits were presented to the Fellowship Bible Class and the Avenue Church where they were placed in a room dedicated to their memory.

Dr. Reid died on March 20, 1920. In June 1922 the board voted to honor him by renaming Normal Hall the Charles W. Reid Hall.

## A Progressive Administration: The Cain Years

On June 27, 1903, the board elected James W. Cain, vice president of St. John's College, to succeed Dr. Reid as principal of Washington College. Dr. Cain was born in New Haven, Connecticut, September 1, 1860, the son of P. G. and Mary (Kelly) Cain. He received his early education in the schools of that city. Following his graduation from Hillhouse High School, he entered Yale University, receiving his Bachelor of Arts degree in 1884. Nine years later, Yale conferred upon him the degree of Master of Arts. In later years he was the recipient of the honorary degree of Doctor of Laws from St. John's College (1903), the University of Pittsburgh (1912), and Washington College (1928).

On December 25, 1890, Cain married Cecelia Mallahan of New Haven. They had three daughters and two sons. The elder son, Lieutenant Edward Cain, lost his life while stationed in Florida, the result of an accident while serving as an aviator in the Marine Corps. The second son, James M. Cain, was an instructor at Washington College for several years. Later he pursued a journalistic career, eventually devoting his energies to writing novels, many of which were published throughout the world. Several of his novels—*The Postman Always Rings Twice*, *Double Indemnity*, and *Mildred Pearce*—became successful screen productions.

Upon completion of his undergraduate education, Dr. Cain was appointed principal of the Lewiston Academy in Pennsylvania, a position he held until 1886, when he was invited to join the St. John's faculty as professor of English and political economy. While at St. John's, Dr. Cain was active in the civic affairs of Annapolis, at one time serving



PORTRAIT OF JAMES W. CAIN, A.M., LL.D., PRINCIPAL, 1903-18

as chairman of the Annapolis Board of Education. In addition to his duties as an instructor, he also served as treasurer of the college.

The *Kent News*, in its report on the election of Dr. Cain as principal of Washington College, described the reaction of the friends of St. John's College to the announcement that Dr. Cain was leaving that institution, stating that the "announcement that he is to leave St. John's has been received with the profoundest regret by the friends of the College, for during the 16 years that he has been a member of the faculty he has been influential in promoting its welfare. He is a man of exceptional force and executive ability and is prominent in the intercollegiate affairs in Maryland."<sup>1</sup>

### Curriculum

The Washington College catalog for 1903-4 advised the general reader that the college offered three groups of courses, the classical, Latin scientific, and scientific, each leading to the Bachelor of Arts degree. A student entering the freshman class was expected to indicate which course

1. July 4, 1903.

he intended to pursue. During the freshman and sophomore years, students were required to follow the prescribed course of study. During the junior year, they were permitted to elect approximately one third of their courses. In the senior year, the three groups were merged into one, each student being permitted to elect two-thirds of his subjects.

In 1902-3, admission to the freshman class was by examination in mathematics, Latin, science, English, and history. The catalog for 1903-4 listed the high schools whose graduates would be admitted without examination, as a concession to those whose former graduates had performed creditably at Washington College. The next year the catalog stated that students graduating from those Maryland high schools certified by the state superintendent as conducting a high school course would be admitted without examination.

### *The Normal Department*

The act creating the Normal Department authorized the college to prepare the curriculum for the teaching of prospective teachers for the public schools of the Eastern Shore.<sup>2</sup> The existing Normal Schools in the state were under the direction of the Maryland Board of Education. It was to be expected that, in time, the state board would be authorized to establish a uniform program for the training of public school teachers. This occurred in 1904 when the General Assembly authorized the Maryland State Department of Education "to prescribe the course of study for the State Normal schools and normal departments receiving state aid, which shall be uniform as far as practicable, and supervise such schools and departments in every particular not provided by this article."<sup>3</sup>

The authority of the state board was extended in 1906 when the General Assembly decreed that all certificates issued to the graduates of Normal Schools be signed by the Maryland Department of Education.<sup>4</sup> The enactment of this measure deprived the visitors and governors of their sole authority to certify the graduates of the Normal Department, a privilege they had exercised since 1896. Two years later, in an effort to improve and increase the number of public school teachers, the General Assembly enacted that "any graduate of the department of pedagogy of any reputable college or university, maintaining a department of pedagogy, that has been approved by the State Board of Education of Maryland, shall

2. *Laws of Maryland*, 1896, chap. 63, pp. 65-66.

3. *Ibid.*, 1904, chap. 584, p. 997.

4. *Ibid.*, 1906, chap. 204, pp. 324-25.



be entitled to teach in the public elementary and in high schools of the State of Maryland without examination. The diploma of said graduate shall be subject to classification by the county superintendent of the county in which said graduate may be employed to teach.”<sup>5</sup>

*Normal Department versus Board of Education*

The General Assembly annually appropriated \$4,500 to Washington College toward the maintenance of the Normal Department. To receive this donation, the college was required to submit its request to the state Board of Education, which in turn incorporated that sum in its budgetary request to the General Assembly.

In 1910 Dr. Cain met with Dr. Bates Stephens, secretary to the state Board of Education, in order to justify a request that the appropriation to the college be increased from \$4,500 to \$7,000. In his report to the visitors and governors, Dr. Cain stated that in the course of their conversation Dr. Stephens had alleged that the accounting system of the college did not reveal the proper use of the existing appropriation. This allegation was made despite the fact that Rufus K. Wood, a representative of the state board, had reviewed the accounts with Dr. Cain and had found that the expenses of the Normal Department amounted to \$7,000. To supplement his report, Dr. Cain presented the following communication:

I submit herewith a letter from the Secretary of the State Board of Education relative to the appropriation on account of the Normal Department. In connection with the letter I submit a list of proportional charges agreed upon by the late Rufus K. Wood on behalf of the State Board of Education and our informal committee of the Visitors and Governors. I do not understand that Mr. Wood ever reported these charges to the State Board of Education. So many matters of policy are involved in this case that I hesitate to make a recommendation other than that the subject be considered carefully by your Honourable Body and a reply formulated that will express your judgment and attitude of the College with respect to the Normal Department and all matters pertaining to it.<sup>6</sup>

A request was submitted to the Maryland Board of Education for \$7,000, to which Dr. Stephens replied:

At the present time our Board can see no way in which your Board of Visitors and Governors can submit bills accurately, separating academic and normal expenses of those attending the Normal Department. Some basis may be

5. *Ibid.*, 1908, chap. 635, Sec. 122E.

6. Board Minutes, October 13, 1909.

reached later, agreeable to your Board and ours. If not the Legislature may be asked to relieve our Board from receiving and disbursing this particular appropriation.<sup>7</sup>

In the discussion following the reading of Dr. Stephens's letter, Dr. Cain called attention to the statement made in the last sentence, which hinted that the state Department of Education might request relief of this duty from the General Assembly. He expressed the opinion that the department was probably preparing to request that relief. If that were the case, then it would, he said, be more to the advantage of the college to present the matter to the General Assembly than to wait for the Department of Education to do so. He confessed doubt concerning the value of the Normal Department to the college, being inclined to agree with a member of the Department of Education who had expressed the view that the expenses of the Normal Department were out of proportion to the number of its graduates. He could see no way in which enrollment in this department could be increased without adding dormitory facilities to accommodate more women. In the absence of such facilities, the department would continue to be an object of criticism for anyone who was disposed to find fault. Such criticism, he felt, was detrimental to the best interests of the college. He recommended that the visitors and governors petition the General Assembly to appropriate the money allocated to the Normal Department (\$4,500) for the establishment of scholarships for young men in the college department and to permit the college to discontinue the Normal Department. In conclusion he warned that "we should have in mind that both departments of the College will be in a state of arrested development unless we provide additional boarding accommodations."<sup>8</sup>

The die was cast. The board, following Dr. Cain's recommendation, petitioned the General Assembly for permission to discontinue the Normal Department as a part of the college program and requested that the appropriation of \$4,500 be continued for use as scholarships for young men. Under the act, as passed, the Normal Department was abolished; the annual appropriation of \$4,500 was continued, with the provision that the Visitors and Governors should "educate free of charge for board, room rent and text books one male student from each Senatorial district of the Western Shore."<sup>9</sup>

Following the abandonment of the Normal Department, Dr. Cain

7. *Ibid.*, November 12, 1909.

8. *Ibid.*, January 12, 1909.

9. *Laws of Maryland*, 1910, chap. 542, pp. 1258-59.

recommended that the admissions requirements be revised to conform with the admissions standards of other Maryland colleges. The board, feeling that more stringent entrance requirements would adversely affect freshman enrollment, was reluctant to approve the recommendation. The board's chief concern was to enroll a sufficient number of male students to compensate for the anticipated loss of female applicants.

One hundred and thirty-two women had received a normal certificate during the years 1896 to 1911. Dr. Jones,<sup>10</sup> in his description of co-education at Washington College, wrote that the rules governing the social relations between the men and women students were strict. The following are several of those rules.

1. Social intercourse between gentlemen and lady students is strictly forbidden except in the presence of one or more teachers.
2. It is the duty of all teachers of the College to see that the regulation is enforced and to report any violation to the principal.
3. One reception only may be held each week by the lady students on Friday evening from 8 to 10 o'clock.

One member of the faculty facetiously remarked that a duet on the piano should not be permitted without a chaperone.

### *More Program Changes*

The Normal Department was replaced by a department of pedagogy. By the act of 1908,<sup>11</sup> a graduate of the department of pedagogy of a college or university certified by the state Board of Education would be entitled to teach in the public elementary or high schools in Maryland. Dr. Cain believed that this provision for the training and education of teachers was superior to the previous program. With the creation of the department of pedagogy, he recommended several alterations to the College program:

1. Raising entrance requirements
2. Changing recitation periods from forty minutes to one hour
3. Rearranging the number of periods assigned to each subject so as to bring them into better proportion to each other and to the whole
4. Granting the Bachelor of Science degree.<sup>12</sup>

10. Jones, "Co-Education at Washington College," p. 7. Dr. Jones was Professor of Mathematics during this period.

11. *Laws of Maryland*, 1908, chap. 635, Sec. 122E.

12. Board Minutes, April 30, 1910.

Since he was not prepared to submit a complete program at that time, Cain requested permission to have the secretary call a meeting of the board when his program was fully prepared. Anticipating the principal's intentions, several members of the faculty approached members of the board about possible changes. The substance of those meetings was not revealed, but the board passed a resolution requesting the principal to explain the conflict between him and the faculty members.

Later Dr. Cain submitted his statement on the curriculum, to which the board responded by adopting the following resolution:

That in view of the unsettled condition of the finances of the College, and because the proposed increase in the standard of the College is likely to reduce the number of students which will cut off a proportionate amount of income.

Therefore, Be it Resolved, that for the next collegiate year the curriculum be allowed to remain as it is, excepting as its bearing on the department of Pedagogy as now established by the Law of 1910. And that the Secretary write Dr. Cain, the Principal, that the Board recognizes, that a preparation of the curriculum is an entirely executive function and must be finally prepared by the Principal, subject to the approval of the Board; but the Principal is requested to confer fully with the head of each department in the preparation of a necessary change of the curriculum and as far as in his judgment he deems it proper to adopt such suggestions as may be made by them, but it is not necessary to refer to the faculty for its vote on such curriculum when prepared by the Principal. The Board requests that no recommendation be made that would involve additional costs in the expenses of the College. The Board deems it prudent to say that it may be necessary to reduce the teaching force of the College.<sup>13</sup>

The communication then went on to say that when his report was ready for presentation to the board, it would not be necessary for the principal or any member of the faculty to be present at the board meeting.

Reporting on June 1, 1910, Dr. Cain stated that,

rather than delay the publication of the catalogue I took the prior resolution of May 7, 1910 relative to curriculum literally and made no change. I am impelled, however, to refer to the matter again partly because I do not know, whether I understand the full intent of the resolution, and partly because the action is inconsistent with the action of the Honourable Board at a previous meeting, in authorizing provision for the Bachelor of Science degree. The resolution seems to give the unsettled condition of the finances of the College and the proposed increase of the standard of the College as the reason for allowing the curriculum to remain as it now is. But as it passes my comprehension what connection there can be between the circumstances and a revision of the curriculum that will neither add anything to it nor take anything away, I feel

13. Ibid., May 7, 1910.

either I misunderstood the intent of the action or else the resolution does not express the intent of the Board. Assuming that it is unwise at this time to raise the standard of admission and retaining the present requirements for admission, there can be no valid reason for not adopting the other recommendations of the Principal; namely, the substitution of the hour for the 40 minute periods and the rearrangement of the work so as to make this practical. I urgently recommend that this much at least of the former recommendations be adopted.

The board approved the adoption of the one hour period for classes. The faculty had unanimously voted in favor of requiring additional units in mathematics as a requisite for admission to the freshman class. The board approved this recommendation.

The catalog for 1910-11 announced that the Bachelor of Science and Bachelor of Arts degrees would be conferred upon those students completing the necessary 62 year-hours or 124 semester-hours in courses leading to such degrees. The Bachelor of Arts degree was conferred upon those students trained in the humanities and general culture; the Bachelor of Science upon those trained in the sciences and scientific method. Students pursuing courses leading to the B.A. degree were required to take one course in the physical sciences, while candidates for a B.S. degree were required to take certain courses for their cultural value. The catalog provided for elective courses, but students were warned that random election would not be permitted. The student was expected to exercise this privilege only after consulting with his faculty adviser. The range of electives was purposely restricted in order to enable the student to acquire a "tolerably advanced knowledge of certain subjects for which he has special fondness or aptitude." To meet the required number of hours for graduation, the candidate for the arts degree was expected to include, among his electives, two advanced or third-year courses in ancient languages, modern languages, and mathematics. The candidate for the science degree was required to include two advanced courses in mathematics and modern languages. These requirements severely limited the choice of electives.

### *Entrance Requirements*

In October, 1913, Dr. Cain informed the board that he was of the opinion that the general procedure for admission to the freshman class, as well as the entrance requirements, needed to be revised. He stated that he was engaged in collecting information on this subject and would submit a report as soon as he had completed his study. The catalog for



1913-14 announced the revised requirements for admission, which were stated in terms of units. The unit represented the completion of a subject taken during the course of a school year extending over a period of thirty-six to forty weeks, with recitation periods of 40 to 60 minutes, or an equivalent amount of study. More specifically, the unit was the equivalent of 120 sixty-minute periods. The student applying for admission was required to submit fourteen units, two of which might be accepted conditionally. The conditional units had to be made up by the beginning of the next academic year. The fourteen units included six and one-half in the fields of mathematics, English, and history, while seven and one-half were considered electives. The electives included no more than three units in history, counting the one required; two units in commercial subjects, if offered; and two units in a foreign language.

### Plans for a New Building

The total enrollment on the first day of the 1903-4 academic year was 106, a high for that period. Addressing the students and faculty at the opening assembly, Dr. Cain, in the course of his remarks concerning the accommodations at the college, said:

In the matter of accommodations and physical comforts there is no college in the State that offers so comfortable quarters to its students. This may surprise you not a little, but I assure you that it is true. We lack but one comfort to make our rooms in every respect superior, and that is better heating arrangements. I feel I may with full confidence say that before another year passes we shall have all our buildings heated by steam.<sup>14</sup>

It was apparent to the principal that a continued increase in enrollment would place a severe burden on existing facilities. Realizing that more space would be needed to conduct the affairs of the institution, he recommended that plans be prepared for the erection of a new building. The board instructed him to arrange an appointment with the Board of State Aid and Charities to present a request to that board that it submit a recommendation to the General Assembly for an appropriation to Washington College for a new building. On June 11, 1904, the *Kent News* reported that the "legislature at its past session granted an appropriation for two years. This will be used for the erection of a handsome brick building containing a chapel and lecture room with a seating capacity of 350; a laboratory and

14. *Chestertown Transcript*, September 26, 1903.

library and possibly several classrooms. The site of the building is one of the most beautiful spots on the campus. The new building will cost \$20,000."

Several immediate projects were completed during 1904. One was the installation of a boiler in the basement of Middle Hall to provide steam heat to the three buildings on the hill. The second was the laying of brick walk on the east side of the campus, replacing the old boardwalk extending from the foot of the campus to Campus Lane. The brick walk was a decided improvement, adding considerably to the appearance of the campus.

On September 4, 1904, the Building Committee reported that preliminary sketches for the proposed building were available. The following March the board approved the sketches and authorized the committee to employ an architect to prepare the necessary plans and specifications and to proceed with advertisements for bids for its construction. Four bids were received, and the committee proceeded to negotiate a contract, reserving the privilege of rescinding it should the assembly fail to act favorably on the requested appropriation.

For the site of the building, the board established a line at the foot of the campus 18 to 20 feet east of the east side of Mt. Vernon Street. The line was then extended north through the campus establishing the location for the front of the building. As it happened, the site selected encroached upon the baseball field, making it necessary to acquire additional acreage for its relocation. After considering a number of possible sites, a plot 180 feet front and 400 feet deep on the west side of College Avenue was purchased from Mrs. Ringgold for \$2,100. The college had previously purchased eight acres from Mrs. Wickes, but as that area was not deep enough for an athletic field, a portion of the Wickes lot, between the railroad track and the new athletic field, was deeded to Mrs. Ringgold as part of the transaction to acquire the Ringgold lot. Mrs. Ringgold also owned a lot having 112 feet frontage on College Avenue, abutting the lot previously sold to the college. She offered to sell this second lot to the College for \$313, which offer was accepted.

*William Smith Hall*

In the meantime, the General Assembly had appropriated \$30,000 toward the erection of the new building. A contract was signed with the builders, W. S. and A. M. Culp, for \$35,000. They informed Dr. Cain that if construction could begin immediately, sufficient progress could be made



ATHLETIC FIELD, 1905

to enable the college officials to plan for the laying of the cornerstone during commencement week exercises in 1906. Evidently the contractors were given the order to proceed, for on June 23 the *Kent News* reported that

the laying of the corner-stone of the new administrative building was one of the most delightful and recherche events of the week. Governor Warfield was prevented from being present because of sickness, but a number of distinguished visitors arrived on board the State Steamer, *McLane*, among them being Dr. M. Bates Stephens, Senator C. W. Perkins, N. T. Nicholson, A. S. Goldsborough, John T. Morris, Harry Hopkins, Jr., Dr. Coppage, J. E. Ellegood and Commander T. C. B. Howard. A splendid luncheon was served by caterer Feldman, after which the imposing ceremonies were opened by the efficient president of the College, Dr. J. W. Cain. Hon. James A. Pearce laid the corner-stone and addressed the audience.

In concluding his remarks, Judge Pearce said

In selecting a name for the building now arising from the ground, the choice of the Visitors and Governors was prompt and unanimous, and the hearts of those who are familiar with the early history of the College should go before my tongue to name him. The choice fell upon the founder of the College, the first Principal of its faculty, the leading spirit of the College and Academy of Philadelphia, and of the early days of the University of Pennsylvania, the

first American Bishop of the Protestant Episcopal Church of the United States, distinguished alike as a scholar and a divine—the Rev. Dr. William Smith. Long may “William Smith Hall” stand to commemorate his virtues and talents and to aid in the education of the youth of the land.

In January, 1907, Dr. Cain reported that the athletic field had been graded at a cost of \$365. He suggested that plans be prepared (1) to procure furniture for the new building, (2) to lay a pavement from the main walk along Washington Avenue to William Smith Hall as well as a walk from Middle Hall to the new pavement leading to William Smith Hall, (3) to procure a program clock capable of ringing bells in all buildings, (4) to proceed with the alteration of the old buildings and to engage an architect for the alteration of Middle Hall, and (5) to construct a fence around the new athletic field and to erect suitable stands.

Reporting to the board on October 10, 1906, Dr. Cain called attention to the fact that the college was in its 125th session and suggested that it would be appropriate to commemorate the occasion with fitting and proper ceremonies. To plan for the occasion the board appointed a committee composed of Dr. Cain, Dr. Frank W. Hines, Lewin W. Wickes, and Marion deKalb Smith.

In April, 1907, the principal informed the board that he had received assurances from the contractors that William Smith Hall would be completed in ample time for the approaching commencement week. In addition, he assured the board that the furniture would be installed before that time.

### The 125th Anniversary

Almost two weeks prior to the commencement, on June 1, 1907, the *Kent News* published the program for the 125th anniversary and commencement exercises. The announcement stated that all events would be held in William Smith Hall. The program opened on Thursday, June 13, when the last chapel exercises were held in the old chapel in West Hall. The dedication of William Smith Hall took place on Friday, June 14, with Randolph Smith, representing the descendants of the Rev. Dr. William Smith, as the speaker. Other interesting events that took place during the week-long program included the annual banquet of the Adelpbia Literary Society, a concert by the Glee and Mandolin clubs, sermons to the graduates and members of the Christian Associations, Class Day exercises of the Senior Normal Class, the anniversary of the Mount Vernon



WASHINGTON COLLEGE



NEW ATHLETIC FIELD, 1907



VIEW OF THE CAMPUS, 1912



A PROGRESSIVE ADMINISTRATION: THE CAIN YEARS



ORIGINAL WILLIAM SMITH HALL, 1907



NEW GYMNASIUM, 1913

Literary Society, and a reception and luncheon for the guests and alumni. The exercises commemorating the 125th anniversary featured addresses by Edwin Warfield, governor of Maryland; Dr. Joseph Penniman of the University of Pennsylvania; Dr. Joseph Ames of Johns Hopkins University; and Dr. James W. Cain. Later (June 22) in an editorial the *Kent News* commented:

This has been a notable week in Chestertown in that the Governor and more prominent educators have been our guests than ever before in its history. Washington College celebrated its 125th anniversary in a most fitting manner and made every one proud of his alma mater. The weather could not have been more perfect and everything conspired to make the occasion a grand success. Dr. Cain, the aggressive President, met every requirement and measures up to the full standard of his position.

With the completion of William Smith Hall, plans were prepared for the alteration of Middle and West halls. For years the dining facilities for male students had been inadequate. To remedy this deficiency, the old chapel in West Hall was converted into a dining hall for men. The interior of Middle Hall was completely renovated and converted into a dormitory for young men.

This ambitious program imposed a financial strain on the college. It was reported that \$13,000 was needed to complete the work on William Smith Hall and the alterations to Middle and West halls. To meet this situation the president and secretary of the board were authorized to borrow a sum of money not to exceed \$15,000.

The final report for the program disclosed the following expenses:

William Smith Hall	\$65,107.04
Athletic Field	4,809.87
Other than Wm. Smith & Ath. Field	6,744.23
	<hr/>
	\$76,661.14
Unpaid	\$ 3,300.00
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Total	\$79,961.14

### Enrollment

The principal's report to the board, dated November 10, 1910, revealed that enrollment for the 1910-11 session numbered 113 students. While this represented a decline from the previous year, due to the discontinuance of the Normal Department, the principal asserted that it was a gain for the college department. He recommended that Normal Hall be used as

a dormitory for preparatory students. 'This would enable the administration to apply stricter regulations to the preparatory students. In addition, the students in the college department, housed on the west side of Washington Avenue, would be separated from the preparatory students.

### Proposal for a New Gymnasium

The following June, Dr. Cain reminded the board that the time was approaching when the request for the next biennium appropriation should be prepared, suggesting that such request include a grant to enable the board to plan for the construction of a new gymnasium. A new gymnasium was needed, he said, as the old wooden gymnasium was unable to satisfy the increased demands placed upon it. The board appointed a committee to appear before the Board of State Aid and Charities to present their request and to urge that agency to recommend to the General Assembly that a grant of \$20,000 be made to the college for that purpose. The General Assembly responded favorably to the request.<sup>15</sup> Before proceeding with plans for the new structure, a committee was delegated to visit several institutions to inspect their facilities for physical exercises. In the course of its study the committee visited St. John's College, Haverford College, Mount St. Mary's College, and the Y.M.C.A. of Baltimore. Upon completion of their journeys, the committee recommended that the college proceed with the construction of the building, expressing the view that it could be erected for approximately \$25,000. Henry Powell Hopkins of Baltimore was selected as architect. The cornerstone for the building was laid on September 23, 1912, and the new gymnasium was opened January 31, 1913. On February 15, the *Kent News* reported that the first basketball game played against an outside team in the new facility "took place on Tuesday evening last." The report failed to give the score of the game, but it did mention that attendance was good.

### Football

During his student days at Yale, Dr. Cain had been a member of the football team coached by the renowned Walter Camp. On joining the faculty at St. John's College, Cain became the football coach. Under his guidance football at St. John's was very successful. His teams were recognized as among the strongest in Maryland. He continued to retain

15. *Laws of Maryland*, 1912, chap. 98, p. 185.

his interest in athletic competition when he assumed his position at Washington College.

It was unfortunate that Dr. Cain's first difficulties with the board grew out of this interest in athletics. Following a lapse of three years, Washington College was scheduled to meet St. John's College in a football game, to be played on the old Oriole Field in Baltimore. In preparation for the game, the board appropriated \$200 to employ a coach, beginning November 20, 1911, five days before the game was to be played. The coach must have performed a miracle, for the college won the game by a score of 11 to 0. This was the first time that the college had defeated St. John's in football. Attendance at the game was less than 1,000, but the *Kent News* of December 11 reported "that no display of spirit was lacking and the joy of the visitors was as demonstrative as the few hundred Chestertown rooters could make it."

The following January, the Athletic Association petitioned the board for an appropriation sufficient to relieve it from the embarrassment of its debts. They reported total expenses for the football season as \$818.74. To assist the association, the board voted to allot to the committee the sum of \$576.12. Evidently there had been some disagreement as well as discontent concerning the arrangement to play the game with St. John's in Baltimore. To ascertain the facts that led to this arrangement, the board appointed a committee to confer with the principal and the Athletic Committee. In his discussion with the board committee regarding the finances of the athletic association, Cain stated that he had only such information as Professor Clarke, chairman of the Athletic Committee, gave him from time to time. When he learned of Clarke's recommendation to cancel the remaining baseball games, the principal called a meeting of the Athletic Committee to review the facts. As a result of the meeting he concluded that it was not necessary to cancel the games. He informed the board committee that he had negotiated a loan for \$200 and assured the committee that it would be repaid when the note matured.

Cain explained that he became involved in scheduling a football game with St. John's College as a result of a conversation he had had with Dr. Cecil of St. John's. He reported his conversation to Mr. Thompson, director of physical training at Washington College, who, in turn, discussed the matter with the manager of the football team. Arrangements between the managers of the two institutions were made to play football games in Baltimore in 1911 and 1912. The arrangements were approved by the Athletic Committee. When the football schedule was presented to the faculty for approval, on May 3, Dr. Clarke objected to the proposed



games in Baltimore. By this time all arrangements for the games had been completed, and the faculty approved the schedule.

Suspecting that all was not well in the administration of the athletic program, the board appointed a special committee to study the operation of the Athletic Committee. The board committee found that the Athletic Committee functioned in a slipshod manner; that the director of physical training, the president of the Athletic Association, and the principal appeared to exercise the powers assigned to the Athletic Committee. The chairman of the Athletic Committee, when asked why he did not keep the committee informed about details they had a right to know of, replied that he himself had not been informed of those details until final arrangements were concluded. When he did learn of proposals before final arrangements were completed, he hesitated to report these to his committee, because the principal appeared to be actively involved in the negotiations. As personal differences existed between him and the principal, the chairman of the Athletic Committee said he was reluctant to do anything that would further strain that relationship.

In concluding its report, the board committee recommended that the chairman of the Athletic Committee be instructed to hold a meeting of that committee at the opening of each academic year to arrange for regular committee meetings and to adopt the necessary rules and regulations to ensure proper supervision of all matters falling within the Athletic Committee's jurisdiction.

The following spring Cain forwarded to the board a letter that he had received from the Athletic Association requesting an appropriation of \$300. The letter stated that this amount was needed to meet the obligations of the association for the remainder of the athletic season. It requested the principal to submit the appeal to the board, as they

would therefore prefer to submit the propriety of such an appeal to the Board, to the judgment of the President of the College, he being better acquainted with the feeling of that body, in connection with this matter, and with its ability to assist, should it be so disposed. The Committee therefore, begs the President of the College take this matter into consideration, and if in his judgment it is advisable to solicit pecuniary aid for athletics, earnestly requests him to proceed in the matter in the way he thinks most judicious.<sup>16</sup>

The principal recommended that if the board was disposed to appropriate a sum to the Athletic Association, it be limited to \$200, and be paid to the treasurer of the association only upon order of the principal and in the amount he deemed necessary.

16. Board Minutes, April 9, 1913.



This request was referred to the board Athletic Committee with instructions to ascertain why the Athletic Association was compelled to seek additional assistance at this time. In addition, the board adopted the following resolution: "Resolved, that no athletic teams representing Washington College shall play on any grounds except on the grounds of Washington College or on the grounds of the opponent."<sup>17</sup>

Early in May the board appropriated \$200 in response to the request of the Athletic Association and rescinded the resolution of April 9, in order to permit the college to play the scheduled games with St. John's and Western Maryland in Baltimore. This action was followed by another resolution:

the Board does not approve the course of Dr. Cain in the part we are informed he took in arranging the football games for 1913 with St. John's and Western Maryland or either of them to be played in Baltimore and the Board hereby notifies him that in the future no games are to be played except on the grounds of Washington and its opponents, but in view of the contracts that have already been made the Board hereby consents to the carrying out of the schedule for the football season of 1913.<sup>18</sup>

The game with St. John's was played on November 22 in Baltimore, resulting in a 13 to 6 victory for St. John's. Needless to say, the rooters for the college team were bitterly disappointed, for they had anticipated a victory over their ancient rival. In view of the controversy resulting from the arrangement to play the game in Baltimore, it is not surprising to learn that Washington College played no football in 1914.

### Other Extracurricular Activities

As the student body continued to grow, interest in extracurricular activities increased. The literary societies and the Y.M.C.A. continued to appeal to the students by presenting interesting and attractive programs. The Pieria Literary Society, until its demise in 1910, afforded the young ladies an opportunity to develop their literary talents. The women in Normal Hall boasted of two sororities, the D.J.C.'s and the Sigma Tau Delta's. Miss Grace Riffin, class of 1908, remembered the rivalry between these two sororities, especially when elections to office in the Pieria Society were held. As the majority of the women residing in Normal Hall were not sorority members, the main offices in the literary society were won by the non-sorority group.

17. Ibid.

18. Ibid., May 5, 1913.

The Mount Vernon Literary Society, with encouragement from the principal, undertook the publication of a more sophisticated journal that might appeal to a wider circle of readers beyond the campus. Only two issues of *The Review*, as the journal was called, appeared, as it failed to receive adequate public support. The college annual was revived in 1909 when *Pegasus* made its appearance. Unfortunately, publication of *Pegasus* was suspended after two years, owing to inadequate funds. It was revived in 1927 and has continued to the present day.

The college continued its association with the Maryland Collegiate Oratorical Association. Several students interested in philosophy organized a society called The Acolytes to promote discussion and original research in philosophy. Membership was restricted to students whose scholarship was above average. Unfortunately, the society failed to attract a sufficient number of students to insure its permanency. Following the erection of William Smith Hall, which contained a new auditorium, Dr. Cain scheduled four or five illustrated lectures each year. The lectures contributed to the cultural activities of the college and community. A number of young men participated in a Glee Club and a Mandolin Club, two groups that presented joint recitals from time to time. Several young ladies organized their own Mandolin Club.

### *Dances*

Previous administrations had received requests from students to be permitted to hold dances. These requests were always denied. It is not surprising to learn that similar requests were made of Dr. Cain. He received two requests in 1903. One, from two young women in Chestertown, sought permission to conduct dancing classes for ladies and gentlemen in the gymnasium. The second request came from several students who wished to sponsor a dance in the gymnasium subject to such regulations as the principal might consider appropriate. Neither request was acknowledged. Three years later the board received a formal petition asking for the privilege of holding a dance. The board responded with the following resolution, that "dances at the College where students of both sexes attend, shall not under any circumstances be permitted and that the Principal be requested to enforce this resolution."<sup>19</sup>

The following October, the principal reported that the faculty had passed a resolution on dancing, which he was withholding, in order to permit the faculty to deliberate further before taking final action. On

19. Ibid., May 12, 1906.



LADIES' STRING ORCHESTRA, 1911-12

*Front row:* Lucy Branham; *second row (left to right):* Evelyn Hopkins, Esther Geist, Mary Clough, Addie Gale, Reeda M. Stoops; *back row:* Frances B. Morris, Alice M. Brown, Frances Hopkins

April 20, 1907, the following resolution adopted by the faculty was presented to the board:

For the better government of the students, especially in their social relations, the Faculty had adopted the following resolution regarding dances.

Resolved, that the students be permitted to hold three dances each year in the college gymnasium, between the hours of 8 and 11 o'clock P.M., which all students may attend, and to which guests may be invited provided that before any young lady of the college shall be permitted to attend such dances, her parents shall file with the President a written request to that effect; and that no young lady of the college shall be permitted in any circumstances to attend other dances during the college session from the opening in September to the close in June, except those in her own home town and that arrangements for chaperonage and supervision of the dances be satisfactory to the President. Resolved further, that the above regulation shall not apply to graduates who may wish to attend the Commencement Ball, provided that they shall have withdrawn from Normal Hall before the hour of the Ball.

When he presented this resolution to the board, Dr. Cain stated that should the board take no action on the resolution, he would interpret their nonaction as approval of the resolution. As the board failed to act upon

the resolution, dances became an accepted social activity on the campus. When the new gymnasium was built in 1913, that facility provided more space for dances. A cotillion club was formed composed of students and townspeople.

### *Intercollegiate Sports*

Intercollegiate sports were an important part of the extracurricular program of the college. The football team continued to meet opponents from other colleges and, while it did not always enjoy a winning season, the team usually performed creditably. Players such as Floyd Brown, Tom Garrett, Tom Massey, Garfield Moore, and Stanley Porter provided the heroics for the football teams.

The baseball teams were much more successful, being for the most part composed of boys native to the Eastern Shore, where baseball was played in nearly every town or village. In this sport the college usually won more games than it lost during a season. The enthusiasm aroused by the baseball teams affected both the students and the townspeople. During these years the play of Jack Enright, Tom Garrett, Jim Noonan, Gene Pruitt, T. Reeder "Pete" Spedden, Freddie Wallace, Bill Wallace, Gale Usilton, and many others brought cheers from their loyal supporters.

Basketball, as an intercollegiate sport at the college, did not develop until after 1913, following the erection of the Cain Gymnasium. However, in a relatively short time the basketball team began to excel, and by the 1916–17 season it was seriously considered as an outstanding team among the Maryland colleges.<sup>20</sup> Two players of that team, Edward Cain and Thomas Caldwell, were selected by the *Baltimore Sun* for the All-Maryland Team for that year.

Track and Tennis matches were arranged with several colleges.

As the interest in intercollegiate sports continued to grow, keen rivalry developed among the participating colleges. And as this trend continued, a corresponding fear arose among academicians that the academic program might be in danger of becoming secondary to the athletic program. To forestall this possibility, the faculty adopted rules of eligibility to determine which students would be allowed to participate on the various teams. When the Board of Visitors and Governors were apprised of this action, they suggested that the faculty rescind those rules. In response the faculty wrote:

Your committee appointed to consider the request of the Visitors and Governors that the Faculty rescind the present eligibility rule report as follows:

20. *Washington Collegian* 16, no. 3 (March, 1917):20, quotes the *Baltimore Sun*.



Inasmuch as the Faculty passed the rule after due thought and deliberation, it should rescind the rule only in the presence of reasons more weighty than those which influenced it in passing the rule. As the Board gives no reason wherefore this Faculty should rescind, the Committee is obliged to surmise the reasons that may have been in the minds of the members of the Board when it made the request. The Committee therefore, put forward the following as the most plausible reasons for rescinding the rule, and, the only reasons it can assume as affecting the minds of the members of the Board.

1. That it was intended to be in some measure punitive, or that it puts the athlete in some way at a disadvantage.

2. That the rule puts the athletic teams to a disadvantage in competition with other colleges which have no such rule, or which, having it do not enforce it.

3. That the publicity gained through successful athletic teams is of so much advantage to the College as to make it inadvisable to put any restrictions upon the team.

Taking up these supposed objections in order, the Committee does not believe that the Faculty intended the rule to be punitive, but passed it solely for the purpose of limiting the activity of those students who are deficient in their studies in the belief that this limitation would have of bringing about better scholarship. In the short time that the rule has been in effect it seems to have accomplished this object. The Committee cannot see that the rule works in any way to the disadvantage of the athlete among the students. With regard to the second objection it is within the knowledge of the Committee that all colleges of high respect have such a rule. Of the Maryland colleges, the Committee knows that one other college has a similar rule, and is assured by one in authority that the college authorities live up to it. In view of these facts, the Committee believes there is little force in this objection. With regard to the third objection, the Committee thinks, that the reputation for conducting athletics according to accepted ethical standards of the schools and colleges of good repute throughout the country far outweighs any advantage that comes from athletic victories with teams of players whose right to a place on the team may be questioned on account of scholarship, bona fide standing amateur relations with the college. In view of these circumstances, the Committee recommends that the Visitors and Governors be respectfully informed that the Faculty does not think that the eligibility rule should be rescinded, and that until they are presented more urgent reasons, the Faculty must decline to rescind the rule.<sup>21</sup>

Receipt of this communication prompted the board to adopt a resolution restricting attendance to all meetings of the board to duly elected members of the visitors and governors. This was followed by a resolution ordering the faculty to rescind the eligibility rule. The principal responded to these actions by submitting his resignation, effective at the close of the college session. In justifying this action, Cain warned the board that they

21. Board Minutes, February 3, 1915.



were pursuing a course that would be disastrous for the college. He warned that such action represented a total disregard for the faculty's desire to achieve better scholarship, particularly on the part of those participating in athletics. He objected to the resolution excluding him from attending board meetings, pointing out that such exclusion would make it impossible for him to carry out his duties intelligently. The board relented and asked him to withdraw his resignation. He replied by pointing out that the resolution asking him to withdraw his resignation made no reference to the actions which prompted him to resign. Under the circumstances, he felt that he could not, in good conscience, comply with their request, even though it would be with deep regret that he would leave Washington College. The board finally rescinded the two objectionable resolutions. Several days later Dr. Cain withdrew his resignation.

The faculty then proposed the following eligibility rules:

With a view to exercising and controlling athletic contests as will cause them to detract as little as possible from the serious pursuit of studies, and will keep the contests themselves on an ethical plane the Faculty has laid down the following eligibility rules:

1. Every player on a college team must be a bona fide student.
2. Every player on a college team must be an amateur in his relation to the college.
3. Every player on a college team, if below the rank of sophomore, must satisfy nine hours of work a week; if above a freshman he must satisfy on 10 hours of work per week. Failing to make a satisfactory mark of 65 on this amount of work for any month excludes the player for the next succeeding month.<sup>22</sup>

The board met in Dr. Cain's office on the evening of January 15, 1916, to consider the newly proposed eligibility rules. Evidently the discussion was long and animated as the meeting did not close until 11 P.M., after which the faculty's proposed rules were referred to the Athletic Committee for further study.

### **William Smith Hall Destroyed by Fire**

Shortly after midnight on January 16, 1916, Bill Wallace, president of the sophomore class, looked out of his dormitory window and saw flames shooting out of William Smith Hall. He immediately aroused the students and faculty, and an alarm was sent to the Chestertown Volunteer Fire

22. Ibid., January 15, 1916.



ORIGINAL WILLIAM SMITH HALL AFTER THE FIRE OF 1916

Company. The fire had started in a coal pile stored in the basement of the building, and from there the flames had spread rapidly, engulfing the entire building. Before the Chestertown Fire Company was able to reach the campus, the cause was completely hopeless. As a strong wind was blowing that night, thus increasing the intensity of the flames, the firemen directed their attention to protecting the new gymnasium, which was situated only a short distance from the inferno. Fortunately, a light snow was falling which helped to protect the other buildings from the flying embers that were carried some distance from the blaze. Within a few hours, the building was a complete loss. The intensity of the flames was so great that it was impossible for any one to enter the building to salvage any of the contents. Valuable records, impossible to duplicate, were lost. Student records, historical papers relating to the history of the college, the private papers of the principal, and the library containing over 4,000 volumes were consumed by the flames. Professor J. S. William Jones and Donald Tydings, a student, did succeed in removing the portrait of William Smith from the back wall of the auditorium.

The loss of William Smith Hall was a serious blow to all who were interested in Washington College. The estimated value of the building was \$71,000, of which \$53,000 was recovered by insurance. During a meeting of the board the day after the fire, a committee was appointed to

make arrangements to continue the work of the college. The faculty also convened to consider the best means of conducting classes under the existing circumstances. In order to enable them to devote their time to preparing the necessary plans, they agreed to send the students home for a week.

Later, Dr. Cain reported that necessary repairs to the steam and water lines had been made and that temporary classrooms had been provided with new furniture.<sup>23</sup> The administration office and a classroom had been arranged in the gymnasium, a recitation room and laboratory were set up in the basement of East Hall and two recitation rooms and a reading room in Normal Hall. Dr. Cain felt that under the circumstances work was being carried on satisfactorily, only two weeks having been lost in making the transition.

The board directed its attention to the rebuilding of William Smith Hall. It was agreed that the same plans and specifications prepared for the original building be used as a model for the new building, allowing for such modifications as the board should agree upon. Subsequently, the board authorized the Building Committee to have plans prepared for a heating plant, to advertise for bids on this work, and to have it performed concurrently with the work on the new William Smith Hall. To avoid a similar catastrophe in the future, the board directed that the new heating plant be placed in a building located at a safe distance from the other buildings.

By October 7, 1916, the Committee reported that contracts had been signed with the following:

Henry S. Ripple, William Smith Hall	\$44,190.00
Clarence E. Stubbs, Heating Plant	10,925.00
Enterprise Steam & Hot Water Co.	7,854.00
W. W. Adams & Sons, Plumbing	2,290.00
Chestertown Electric Light & Power Co.	1,196.00
Alphons Custodis Chimney Co.	1,780.00
C. E. Stubbs, additional excavating	288.60
C. E. Stubbs, footings for boilers	106.33
	<hr/>
	\$68,629.93

Later an additional \$3,500 was approved for the installation of a hot water system to supply the dormitories and the gymnasium. The final cost of the entire project was approximately \$76,000.00. Early in February, 1918, the building was occupied by the administration and students. The

23. *Ibid.*, February 26, 1916.

new building had two features lacking in the old; a cupola on top of the building, and two vaults for the protection of valuable documents in the event of another catastrophe.

## World War I

The outbreak of World War I in 1914 did not go unnoticed at the college. Dr. Cain, reporting to the board, spoke of the sentiment that appeared to be growing in the United States favoring some form of preparedness program. He cited the establishment of camps for military instruction as well as the introduction of similar programs in many American schools. He also informed the board that in the course of a conversation with the Commander of the Maryland National Guard, the advisability of introducing some form of military instruction at the college had been suggested. Expressing his opinion on the matter Dr. Cain wrote:

I think that much good may result to young men and incidently to the State and Nation, from teaching them the rudiments of the military arts. In order that this matter may be given the consideration that so serious a matter deserves, I recommend that a committee be appointed with authority and instruction to consult with the State and Federal authorities and report at the next quarterly meeting.<sup>24</sup>

Contacts were made with officials in Washington, but nothing came of this early recommendation. Several years later, Dr. Cain reported that the faculty had adopted a resolution expressing the opinion that the college should take whatever action toward preparedness the executives of the federal and state governments might consider helpful,<sup>25</sup> recommending that the principal be instructed to ascertain what that action might be. The board agreed that a course of military instruction should be introduced at once and requested federal authorities to detail an officer to Washington College for that purpose. It offered the use of the buildings and grounds of the college for that purpose, and it also offered to extend the use of the college grounds and buildings to the federal and state governments for such military purposes as they deemed appropriate. The principal was instructed to go to Washington to secure the necessary information to assist the board in establishing military training at the college.

The catalog for 1917-18 announced the establishment of a Department

24. *Ibid.*, October 7, 1915.

25. *Ibid.*, April 5, 1917.

of Military Science and Tactics for the ensuing year. The course consisted of military drills and classes in the theory and the art of war. Captain John E. Ryan was appointed to direct this department. The corps was to be dressed in a uniform similar to that of the United States Army. The insignia on the uniform, however, was to be unlike that on the regular army uniforms.

At a meeting of the faculty on September 17, 1917, it was moved that recitations after dinner on Tuesday, September 22, be discontinued in order to permit the cadets under Captain Ryan to participate in a parade in Chestertown honoring those inductees departing for Camp Meade.

### **Budget Plan**

In his report to the board in January, 1917, Dr. Cain announced that he was about to prepare a budget plan for the college. The plan would include a proposed salary schedule for instructors, specifying the maximum limits and the annual increases to be granted until the maximum had been attained. Before submitting his proposed plan to the board in June, 1917, he presented it to the faculty for their consideration. The faculty was impressed with the proposal, which it endorsed, and sent a communication to the board recommending approval of the plan. On June 16, 1917, the board adopted the Budget Plan as submitted by Cain, making this the first formal budget adopted by Washington College.

### **Dr. Cain's Resignation**

Dr. Cain resigned on June 18, 1918, after fifteen years of devoted and energetic service to the college. The board accepted his resignation. Cain's administration was characterized by his forward-looking policies, his persistence in achieving their success, and his strenuous efforts to improve the stature of the college academically and physically. His relations with the students were always cordial. He was considered a fine disciplinarian, and students recognized that he would always be fair with them.

In 1937, at the urging of the alumni in Baltimore, the college honored Dr. Cain by naming the gymnasium, built during his administration, the James W. Cain Gymnasium. A public ceremony was held, at which time a plaque was placed in the vestibule of the gymnasium. On hand for the



ceremony were a number of men who had attended the college during Cain's administration. Mr. Clarence W. Perkins, speaking for the group on this occasion said:

It is with this sense of gratification and pride that the appreciative students attending the college during his administration have completed this work are now presenting to their alma mater this memorial to honor James W. Cain, through whose unfaltering integrity, clearness of vision and wise, patient and persistent efforts, the onward march of Washington College, following a protracted period of depression, was made possible.<sup>26</sup>

In 1968, when the athletic facilities were enlarged, it was decided to name those facilities the James W. Cain Athletic Center as further tribute to the man who had contributed much to the growth of Washington College.

Following his resignation, Dr. Cain became associated, as a statistician, with the United States Fidelity and Guaranty Company of Baltimore. Within a year of his appointment, he was elevated to a vice presidency in the firm. He continued this association until 1933. Throughout these years he was active in civic affairs and at one time served as a member of the Visitors and Governors of St. John's College and Washington College. In his later years he suffered from ill health, succumbing in 1938, at the age of seventy-eight.

26. *Washington College Alumnus* 7, no. 7 (1937), p. 6.

## The Gould Years: 1919-1923

By the end of July, 1918, the board had failed to select a successor to Dr. Cain. As the new academic year was rapidly approaching, the board turned to the faculty for a possible candidate. A committee on the board appointed to review the qualifications of faculty members, unanimously recommended Dr. J. S. William Jones. Dr. Jones refused, however, for personal reasons, to allow the committee to submit his name for consideration, stating that if the position were offered to him he would not accept. A short time later, Dr. Clarence P. Gould, in response to an offer from the board, also expressed regrets, declaring that he would not be available to accept if offered the position.<sup>1</sup> The board finally instructed the committee to call upon Dr. Jones to request that he reconsider his decision not to become principal. As an inducement, the committee was authorized to pledge that the board would make every effort to have the college designated a United States Training School and to secure a principal for the college at the earliest opportunity. On August 27, 1918, Dr. Jones agreed to act as chairman of the faculty until such time as the board could find a principal.

Dr. Jones was a native of Somerset County, Maryland. Prior to entering Washington College, he had taught in the public schools of his native county. He entered Washington as a sophomore, graduating in 1889. Following his resignation, he accepted the position as principal of the high school at Harrington, Delaware. He continued in that position until invited to return to his alma mater in 1892 as professor of mathematics. In later years, he was appointed dean of the college, holding that position

1. Dr. Gould was serving in the United States Navy at the time.

and the chairmanship of the Department of Mathematics. He was active in the affairs of the Alumni Association, serving as secretary-treasurer for many years.

### A Military Training School

Shortly after Dr. Jones had assumed his new duties, the college was designated a training school for soldiers, under the direction of the War Department. The facilities of the college were placed at the disposal of the United States Army. Students were to pursue a course of study prepared by the War Department and were to be equipped, boarded, and taught at government expense. Each man, as a private in the army, was to receive a salary of thirty dollars a month. It was anticipated that the establishment of the training school on the campus would result in a fairly large contingent being assigned to the college. It soon became evident that this was not to be the case, for the number of men assigned to the S.A.T.C. unit did not exceed thirty-five. To teach the required courses under this program, the board would have been required to employ two additional instructors. The faculty was of the opinion that the students under the program would be withdrawn at the end of twelve weeks, but the instructors engaged to teach them, if such could be found, would have to be retained for the entire session. Under these circumstances, the faculty adopted the following resolution, which was submitted to the Board:<sup>2</sup>

Resolved, therefore, that the Faculty sees nothing that the College can do except to avail itself of the permission implied in the last communication from the War Department which reads as follows: "and even if the requirements of administrative efficiency make it necessary to discontinue the unit at Washington College, the men inducted will be transferred to some other institution" and ask the War Department to transfer elsewhere immediately after induction the men who will be inducted here. The influenza is spreading among the young men waiting to be inducted and as it would be unwise to recall the students, who were sent home, before the buildings were disinfected it is necessary to get the S.A.T.C. out of the buildings at the earliest possible moment after induction.

The board was unwilling to accept the recommendation proposed by the faculty. To allay their fears with reference to the influenza epidemic, the board authorized Dr. Jones to take whatever steps were necessary to provide for the proper protection of the students at the college during the epidemic.

2. Faculty Minutes, October 12, 1918.

The armistice of November 11, 1918, brought the war to an end. On the 19th of the same month, the faculty wrote to Dr. J. H. McCracken, Educational Director for the Third District, requesting permission for about twelve members of the S.A.T.C. unit at the college to immediately substitute the regular academic program for that prescribed by the S.A.T.C. program. Immediate transfer to the academic program was requested in order to enable the students to resume their college work without loss of a year, which, in all probability, they would lose if required to wait until December 21.

On November 25, the college was authorized to resume the regular college curriculum provided that the War Aims course be continued. Two members of the faculty were assigned to interview those students of the S.A.T.C. who had expressed an interest in continuing their collegiate work. The unit was discontinued on December 21, 1918. Fifteen young men attached to that unit remained to continue their college work; the remainder returned to their homes.

### Clarence P. Gould, Principal

With the close of the war, the board renewed communications with Dr. Gould and announced his election as principal on March 1, 1919. Dr. Clarence Pembroke Gould was born in Church Hill, Maryland. After receiving his early education in the schools of his native county, he entered Johns Hopkins University, where he received the Bachelor of Arts degree in 1903 and the degree of Doctor of Philosophy in 1911. He taught history at Wooster College in Ohio from 1911 to 1918, when he entered the United States Navy.

One of his first acts as principal of Washington College was to address a letter to the alumni, pledging to uphold the scholarship of the institution and to exert every effort to make it a progressive college worthy of their confidence and support. He called attention to the needs confronting the college, in particular, to increased enrollment and an adequate endowment for the library. The satisfaction of these needs, he stated, must be met if the college was to prosper. He reminded his readers that the fire of 1916 had completely destroyed the college library and that, while insurance money made possible the recovery of a working collection, additional acquisitions were necessary if the library was to become an effective tool in aiding the growth of the college. He proposed that an endowment fund of \$100,000 be established as a source for future acquisitions. Such a

goal, he knew, could not be realized at once, but he advised that it was not too early to think about it as a future goal. Gould's most immediate appeal to the alumni and their friends was to make every effort to encourage students to attend the college.

Dr. Gould's first recorded meeting with the board was on April 9, 1919. His report for that date included a recommendation for the inauguration of a system of coeducation. The board responded favorably by agreeing to provide education to men and women equally. To emphasize the seriousness of its intent, the board created free tuition scholarships for female residents of Maryland who had completed the course of study in the public schools of the districts in which they lived. Gould also recommended that only those students who had completed a minimum of two years of high school should be permitted to enter the Preparatory Department. He also proposed that candidates for the freshman class be required to present fifteen units of work rather than the fourteen previously required.



CLARENCE P. GOULD, PH.D., PRESIDENT, 1919-23





WILLIAM SMITH HALL REBUILT, 1918

### Curriculum: Adoption of a "Group System"

Meanwhile, the faculty was engaged in a revaluation of the curriculum, with a view toward its revision. The program adopted as a result of their study was incorporated in the college catalog for 1919-20. The courses of study were arranged in groups. The group system, so the catalog states, was adopted in order to prevent the aimless selection of studies by the student and to require him or her to concentrate a reasonable amount of time and energy on two closely related subjects. It was thought that the arrangement of courses would enable every student admitted to a degree program to pursue an orderly schedule of studies and thus to develop a sound mental discipline. The Bachelor of Arts degree was intended to signify training in the humanities and general culture, while the Bachelor of Science degree emphasized training in science and the scientific methods. At the beginning of the freshman year, students were required to select

the group of studies they intended to pursue, indicating their major and minor fields of interest. Students were permitted to accumulate twenty-four hours of credit in their major department and eighteen in their minor.

Group VII, which extended over a period of three years, was intended to qualify a student for admission to a medical college, but would not satisfy the requirements for a bachelor's degree. A student entering medical school at the end of three years at Washington College was entitled to receive the bachelor's degree when he had satisfied three hours of economics and successfully completed his first year's work in a Grade A medical college.

The Bachelor of Arts degree was conferred on those students who completed the work prescribed in Group I—history and political science; Group II—Latin and modern languages; and Group III—English and modern languages. The Bachelor of Science degree was conferred on those students completing work in Group IV—mathematics and physics; Group V—chemistry and mathematics; and Group VI—chemistry and biology.

Approximately three-fourths of the courses leading to the bachelor's degree were prescribed. Theoretically, it would appear that the student was free to elect the remainder of his courses. However, several factors limited that privilege. First, his faculty adviser usually cautioned a student to select courses closely related to his major or minor field of study. Second, if the student was planning to teach in the public schools, and wished to qualify for a teacher's certificate, he was required to pass a minimum of twelve hours in education.

In April, 1921, the college added the Department of Commerce and Finance to the program of studies. The new department was designed to prepare the student for a business career, with special emphasis placed upon the opportunities to be found on the Eastern Shore of Maryland. Illustrative materials drawn from actual business conditions and transactions from this section were to be utilized. The courses were so arranged that they could be taken as part of the regular college course or as a special course in commerce. Special courses could be taken for one or two years, as the students preferred. The collegiate course was integrated into the regular college curriculum. Advanced courses in accounting, business organization, salesmanship, and advertising constituted the bulk of the work of this department, which was designated as Group VIII.

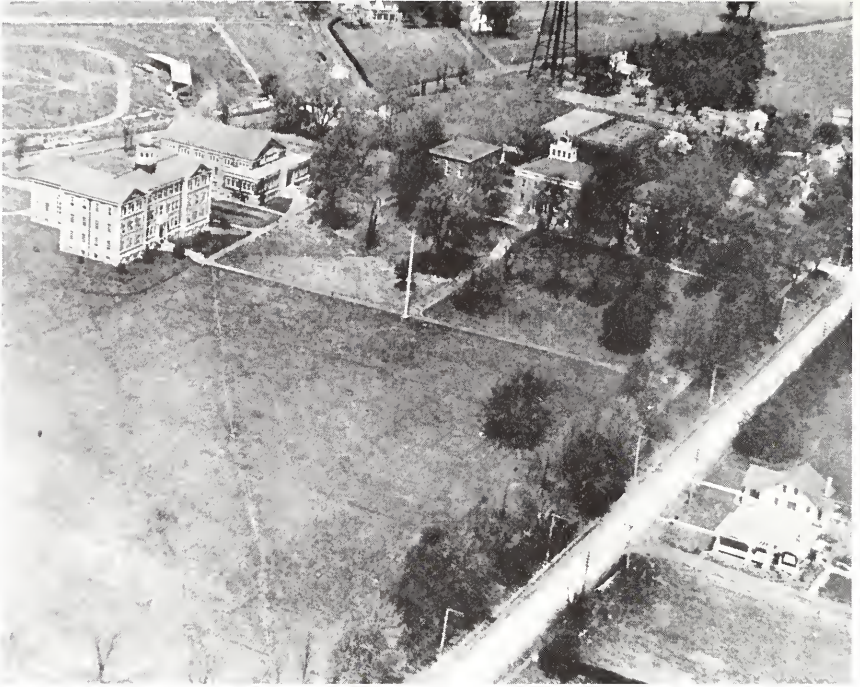
## Women Students

Normal Hall was refurbished in 1921 to receive women as residents for the first time since the Normal Department had been discontinued in 1910. In announcing the reopening of Normal Hall for women, college officials stated that they were not expecting many occupants this year. Only five or six women were in residence while a total of twenty attended the college.

In April, 1922, the board authorized Dr. Gould to select a candidate for the position as professor of domestic science and dean of women. With the availability of Normal Hall as a dormitory for women, the administration felt that the introduction of a course in domestic science would be appropriate. Preliminary plans included courses in household economics, household bookkeeping, household chemistry, dietetics, design, and household management. It was agreed that the chairman of the Department of Domestic Science would prepare the curriculum for the new department. Students who were not interested in earning a degree might qualify for a certificate in domestic science.

## Dormitory Accommodations

Some time prior to the opening of the college year 1922-23, it became evident that enrollment would exceed that of any previous year. To prepare for the anticipated increase, plans to expand accommodations for male students were approved. The first floor of West Hall, which had served as the dining hall, was divided into rooms for young men. The kitchen and dining hall in the basement of Normal Hall were renovated to serve as the dining facility for all the students. New furniture such as beds, bureaus, washstands, tables, and chairs were purchased. Of the sixty-four new beds acquired, all but ten were of the double deck type. These were distributed throughout the dormitories, the majority, however, being placed in West Hall. As a result of this new arrangement, the capacity of the three dormitories for men totaled 120, West Hall housing 48, Middle Hall 43, and East Hall 29. New equipment was purchased for the new dining hall as well as additional dishes and silverware.



AERIAL VIEW OF THE CAMPUS, c. 1920

### Preparatory Department Discontinued

Early in January 1923, Dr. Gould reminded the board that he had for some time been recommending the abandonment of the Preparatory Department. The faculty, after deliberating this question, proposed that the college drop the first preparatory class and that the second preparatory class thereafter be designated a subfreshman class. Gould acknowledged that while this action would not qualify the college for accreditation under general college standards, it would place the college in a position to drop the subfreshman class the next year. Thereafter, the terms *subfreshman* and *special student* were applied to those entering college with insufficient entrance units.

His report also indicated that three additional improvements would be necessary before accreditation could be realized. These included the improvement of the library and laboratory facilities and a strengthened faculty. Gould informed the board that the faculty was weak in graduate



work and recommended that faculty members be accorded the opportunity to attend summer school, at the expense of the college. He suggested that longer leaves of absence, with pay, might be desirable, in order to encourage younger instructors to complete their work for the doctorate.

### **Gould Proposes an Endowment Campaign**

As all of these needs required additional funds, Dr. Gould suggested that the board might direct its attention to the possibility of conducting an endowment campaign. He was one among many small college administrators who recognized the potential opportunities facing colleges in this country. His desire for an improved faculty and additional library and laboratory facilities grew out of this vision. Gould predicted that within a short time the college would enjoy an enrollment of 250, and he thought that at the end of ten years it was possible that enrollment would reach 500.

The destruction of William Smith Hall in 1916 had placed an unexpected burden on the board. In addition, with the entrance of the United States into the war in 1917, young men were inducted into the armed services, thus affecting enrollment in the colleges. Scarcity of materials, accompanied by rising prices, resulted in higher operating costs. The results of this succession of events caused the board, in April of 1919, to become concerned with its growing fiscal problems. The following January a committee was appointed to call upon the governor of Maryland to inform him of the nature of the situation and to request that the annual state appropriation of \$30,000 to the college be increased. When the General Assembly met in 1920, the appropriation was increased by \$5,000 for each of the years 1921 and 1922.

In May, 1920, the board appointed a committee to prepare a statement depicting the financial status of the college, showing its indebtedness and portraying how that indebtedness might influence its future. The committee was also instructed to meet with five prominent Baltimoreans, whom the committee would select, to present the facts to these men and ask for their advice and assistance.

When the Alumni Association met for their annual dinner meeting in June, 1920, the invited speakers for that occasion included Dr. Gould and Dr. Jones, alumni secretary. During the course of their remarks both men referred to the dangerous fiscal position of the college. A general discussion followed, and it was agreed that the situation warranted holding a special meeting of the Alumni Association. Dr. Jones, as secretary-treasurer, was



instructed to arrange for an "Alumni-Get-Together Dinner." To assist in making the arrangements, a committee consisting of John I. Coulbourn, Albert D. Mackey, and Hiram S. Brown was appointed. The date selected for the special meeting was September 11, 1920.

Toward the end of June, the committee that had been appointed to discuss the college problem with prominent Baltimoreans met with former Governor Goldsborough, Charles C. Homer, Van Lear Black, Edwin G. Baetjer, Charles F. Harley, George Weems Williams, and Albert S. Cook. These gentlemen agreed to visit the campus to assess the situation. While no written report is available to indicate their recommendations, it is reasonable to assume that their visit had favorable consequences.

### Criticism in the Press

On July 15, 1920, an article appeared in a Baltimore newspaper stating that the problems of Washington College were not entirely financial, although money was its most critical need. The article charged that the college was suffering from dry-rot, with an organization that was out of date, a management that was ineffective, and a board that was self-perpetuating and served for life. The board was composed of twenty-four members, but the charter stipulated that at least seven members, which constituted a quorum, must live within six miles of the college. The self-perpetuating board had limited opportunities to secure new members, thereby tending to make membership on the board a family matter. The author of the article expressed the opinion that the prospects for the future of the college were doubtful.

To offset the harm caused by this article, Dr. Gould sent the following letter to the alumni on August 5, 1920:

You have no doubt seen the recent newspaper articles suggesting that Washington College may not open this fall. If no one did anything for the school, this would probably be true. But such will not be the case. The needs of Washington College are going to be met. The College must not and will not close either this fall or at any other time. The very idea is preposterous.

No matter how ridiculous, the newspaper articles have proved very harmful advertising. The impression of an impending suspension is keeping away many students. This must be corrected. You can do a great deal for the College by making it your business to correct this error whenever you find the opportunity. PLEASE ASSURE EVERYBODY YOU MEET THAT THE COLLEGE WILL BE OPEN NEXT YEAR, and will do better work than ever before. RUN THE RISK OF BECOMING

A BORE TO YOUR ACQUAINTANCES BY TALKING OF THE MATTER AT ALL TIMES, IN ALL PLACES, AND TO ALL PEOPLE. This is the greatest service you can do for the College at this moment. Do not fail to render this service.<sup>3</sup>

### The "Get-together Dinner"

The "Get-together Dinner" was held on September 11, 1920, as planned. An unusually large number of alumni and friends attended the dinner, which was served in the gymnasium at 6 P.M. Afterward, the business of the meeting began, continuing until approximately 2 A.M. At the opening of the meeting there seemed to be some reluctance on the part of many present to engage in the discussion. This reluctance, however, soon dissipated when one gentleman arose and, addressing the gathering, delivered a scathing denunciation of the board. He attributed the low estate of the college to their mismanagement, declaring that as long as the board continued as then constituted, the college could not rise above its present level.

Judge Lewin Wickes, president of the board, responded by stating that its membership was unavoidably composed of local people because of the difficulty of securing persons from a distance who were sufficiently interested in serving the college or who had the time to spare to attend board meetings. He offered to submit his resignation immediately, as well as that of the entire board, if such action would improve the present situation.

Differences of opinion caused by the presence of two strongly antagonistic factions became so pronounced that it appeared for a time that the purpose for which the dinner was held would be defeated. Fortunately, calmer heads prevailed, and the differences of opinion between the contending groups were reconciled. In the end this open debate proved to be most beneficial, as many of those present realized for the first time that the alumni were also guilty of having neglected to keep themselves informed of the problems confronting the college. As a result, a more constructive approach toward the establishment of common goals was possible. One of the points generally agreed upon was that local control of the board must be discontinued. It was also agreed that the college must be made more attractive to residents of Maryland and particularly to residents of the Eastern Shore. Liquidation of the college indebtedness also received serious consideration. Finally, two committees were appointed, a Charter Amendments Committee and an Endowment and Finance

3. Washington College archives.

Committee. These two committees were asked to assemble at an early date to prepare plans for the accomplishment of their respective assignments.

The Endowment Committee met in Philadelphia at the call of the Rev. J. Wilson Sutton, president of the Alumni Association. Charles F. Harley had found that the pressure of business would make it impossible for him to act as chairman of the Endowment Committee and asked to be relieved of that responsibility.<sup>4</sup> John I. Coulbourne was appointed to that post. Others in attendance were Messrs. S. Scott Beck, Hiram S. Brown, and Albert D. Mackey of the board; Drs. Gould and Jones of the faculty; Col. Clarence Hodson, a friend; and W. D. Dunbar Gould, Jr., a student.

As a first step, the committee decided to conduct a campaign among alumni and friends to liquidate the college debt of \$60,000. The committee then discussed the possibility of an endowment campaign under the direction of a permanent supervisory committee. Mr. Coulbourne recommended that Dr. M. Bates Stephens be appointed executive secretary of the proposed committee. Later, when a committee met with Dr. Stephens to invite him to accept the post as executive secretary, Dr. Stephens hesitated to accept because of his advanced age. Several days later, having given serious consideration to the proposal, he agreed to serve, but refused to accept a salary.

### Organization of Alumni Chapters

The interest generated by the "Get-together Dinner" among the general alumni of the college aided considerably in the formation of local chapters of the Alumni Association. In Philadelphia, a "Get-together-Get-Acquainted Dinner" was held on December 10, 1920. Dr. Gould and Dr. Stephens were invited to attend to enlighten the gathering on the problems confronting the college. Before the meeting was adjourned, those attending organized the Philadelphia Chapter of the Alumni Association. Harry Pringle Ford was elected president; Rudolph F. Tull, vice president; and Hiram Eliason, secretary-treasurer.

The Wilmington Chapter of the Alumni Association was formed on December 9, 1920, at the home of Dr. Emmett Hitch, when the following officers were elected: Dr. Hitch, president; Harlan W. Huston, vice president; and Ernest A. Howard, secretary-treasurer. Following the election

4. Mr. Harley was named chairman of the Endowment Committee at the meeting of the Alumni Association in September.

of officers, the members present voted to hold their first formal dinner at the Hotel duPont and to invite officers of the college to be present to address the group. The Baltimore Chapter, which held its first annual dinner in 1906, was prepared to participate in the campaign. Other local chapters were formed in Caroline County, Somerset County, Kent County, and Washington, D.C.

### Board Personnel Changes

One of the immediate repercussions of the "Get-together Dinner" was the resignation of five board members. To replace these men, the board elected Hiram S. Brown, New York; John I. Coulbourne, Philadelphia; Albert D. Mackey, Elkton; and Dudley G. Roe, Sudlersville. Four additional vacancies occurred when the board removed four members because of their record for nonattendance. Messrs. Brown, Coulbourne, and Mackey were asked to solicit the alumni for possible candidates for nomination as members of the Board of Visitors and Governors. The outcome of the elections was reported to the Alumni Association at its meeting on June 13, 1921. A large number of alumni and friends were present for this meeting, as interest in the reports to be presented was unusually high.

Mr. Coulbourne, chairman of the Committee on Finance and Endowment, described the organization of the regional committees charged with conducting the campaign in their respective regions. He commended the chairmen of the regional committees for the success achieved thus far. He urged the association to continue the campaign until pledges amounting to \$60,000 were in hand to meet the college indebtedness. He also urged all alumni and friends to support Dr. Stephens in his efforts to bring the Endowment Campaign to a successful conclusion.

Mr. Mackey, reporting for the Committee on Charter Amendments, Legislation, and Appropriations, stated that the committee favored the retention of most of the provisions of the old charter. The changes to be recommended would be directed to making the charter a more workable instrument. With this in mind he presented the following suggestions:

First, that the life tenure of office for members of the Board be abolished and a four-year term be established.

Second, that the Board of Visitors and Governors comprise thirteen members (not members of any other board of trustees of any other college or university in Maryland), six of said members to be appointed by the governor of Maryland (three biennially) and six elected by the

alumni (three biennially) and the twelve to elect a president of the college (not one of their members), who should be a member thereof and ex officio chairman; any member absenting himself for four consecutive quarterly meetings of the board would thereby cease to be a member of said board, and his place would be filled by election or appointment, as set forth above.

Third, that the charter provide for a budget.

Fourth, that annual reports be filed with the comptroller of the treasury and a copy with the clerk of the Court of Kent County.

The Charter Committee also suggested that in view of increasing costs, the board petition the General Assembly for an annual appropriation of \$50,000. And, finally, they recommended that a committee be created to frame in legal form the amendments approved by the association to be presented to the General Assembly, and to request that the board have a bill prepared for that purpose. By vote of the association, all of the recommendations proposed by the Charter Committee were adopted.

Mr. Roe, reporting the results of the first alumni election for the board, announced the following successful candidates: John I. Coulbourne, Clarence Hodson, Hiram S. Brown, William D. Corddry, Dr. W. H. Toulson, Dudley G. Roe, Albert D. Mackey, and Earle Withgott.

### The Junior College Issue

At that time it was rumored that plans were being considered to establish a junior college program in Maryland. According to the stories, these junior colleges were to function as feeders to the universities. It was implied that Washington College was to be relegated to the status of a junior college. Evidently the rumor was sufficiently widespread to prompt the Alumni Association to adopt a resolution expressing its disapproval of the junior college idea as applied to Washington College. Dr. Holloway, in his remarks supporting the resolution said: "We as alumni should particularly and vigorously protest against any movement to change the status of one of the oldest institutions in the country to a Junior College. This would sound the death knell of our Alma Mater as a degree granting institution and probably give it a death blow."<sup>5</sup>

The board appointed a committee to meet with the Alumni Charter Committee to consider what amendments to the charter should be presented to the General Assembly. The joint committee met in Philadelphia

5. *Washington College Bulletin* 1, no. 5 (July, 1921).



on December 8, 1921, and agreed that the charter should be amended rather than repealed. The decision was made in deference to the sentiment associated with the age of the charter and to avoid any possible legal complications that might arise if the charter were repealed. It was further agreed that the proposed amendments should be restricted to establishing the composition, selection, and tenure of the board members. As finally prepared, the amendment provided for a board composed of twenty-four members, plus the president of the college as an ex officio member. One-half of the members were to be appointed by the governor, the other half to be elected by the alumni. The governor and the alumni were directed to select one member from each county on the Eastern Shore. The term of office was established at six years, with the terms so arranged that at two year intervals the governor would appoint four members and the alumni elect four members. In the event of a vacancy, the appointing authority was to be informed by the secretary. If the vacancy was not filled at the end of six months, the board was authorized to select a person to serve for the remainder of the unexpired term.

### Charter Amendments Approved

Other committees were also active, particularly the committee seeking financial assistance for the college. During the 1922 session of the General Assembly, the amendments to the charter, as proposed by the Board of Visitors and Governors, were enacted. In addition, the state appropriation for the years 1922 and 1923 was increased to \$45,000 annually, and the sum of \$30,000 was appropriated to relieve the college of its indebtedness to the state.<sup>6</sup> This action of the General Assembly was an important factor in the future growth of the college.

By action of the Alumni Association in June, 1921, future annual meetings were to be held on the Saturday preceding the day on which the commencement exercises were scheduled. This action was taken to encourage greater attendance at the annual meetings. When the association met in June, 1922, a large number of alumni attended. This meeting was devoted to the reports of the various committees describing the results of their activities. At one point in the meeting S. Scott Beck moved that it be recommended to the board that Normal Hall thereafter be called the Charles W. Reid Hall in honor of Dr. Reid, principal of the college

6. This sum represented a loan of \$25,000, plus interest, which the state advanced to the college to assist in rebuilding William Smith Hall.

from 1889 to 1903. This motion was approved, and later, during the course of the commencement exercises, Hiram S. Brown presented a portrait of Dr. Reid to the college.

### Organization of the New Board

The new board, composed of twenty-four individuals, was scheduled to meet for organizational purposes on June 19, 1922. In all, eighteen members represented the Eastern Shore of Maryland, six represented an at-large constituency. One of the governor's appointees was Mrs. Thomas Cullen of Baltimore, but when she declined to accept the appointment, the governor appointed Dr. Mary C. Burchinal of Philadelphia. Dr. Burchinal thus was the first woman to become a member of the Board of Visitors and Governors.

The first order of business was the election of the following officers: Hiram S. Brown, chairman; S. Scott Beck, secretary; Eben F. Perkins, treasurer. The board then elected Dr. Clarence P. Gould as president of the college. Heretofore the chief academic officer of the college had been called the principal.<sup>7</sup> The president of the board was considered the president of the college. Under the new arrangement the terms *chairman of the Board* and *president of the college* replaced the former designations.

The board then proceeded to establish a committee system, creating an Executive Committee, a Finance Committee, an Enrollment Committee, a Faculty and Curriculum Committee, and an Athletic Committee.

Finally, the board established the office of dean of the college, appointing Dr. J. S. William Jones as the first to fill that position.

In acknowledgment of the recommendation of the Alumni Association, the board voted to rename Normal Hall the Charles W. Reid Hall.

### Student Government Introduced

On March 16, 1919, the students presented a petition to the faculty requesting permission to introduce student government on the campus and to establish an honor system.<sup>8</sup> The faculty, after amending the petition

7. In the latter years of the nineteenth and early years of the twentieth centuries, the principal was publicly referred to as the president of the college. However, the board minutes referred to him as the principal of the faculty. The college catalogs published in the twentieth century, in listing the faculty, refer to the chief administrative officer as the president. I continued the practice of the board until the charter was revised in 1922.

8. Faculty Minutes.

to provide for the appointment of a faculty member to assist in the formulation of the program, gave its approval. Professor Bonnotte was appointed to assist the students in this project. On May 27, 1919, the faculty approved the constitution of the Students' Protective Union. Shortly after the new board was formed, Chairman Hiram S. Brown expressed some dissatisfaction with certain provisions of that constitution. He arranged a meeting with several members of the Student Council who agreed to make every effort to revise the instrument.

Brown sought to change the name of the student organization, as he particularly disliked the term "Students' Protective Union"; to adopt a constitution and by-laws for student government that would be in accord with the highest standard of effective and proper government; to adopt a set of regulations for student government that could be printed in pamphlet form for wide circulation; and to provide for the appointment of a faculty adviser to the council, appointed by the faculty, with the provision that the member selected must be acceptable to the student association.

With the introduction of the student government, the faculty was relieved of the onerous task of nightly inspections in the dormitories. In addition, the practice of imposing demerits for infraction of college regulations was abolished. The Student Council was now vested with the responsibility of controlling the behavior of the students. As a result, the deportment of students was considerably improved.

### Student Life

Student life continued very much as it had in previous years. However, there was a notable decline in the prominence of the literary societies. A new organization, the Blundermaker's Club, was formed in 1919 for the purpose of encouraging interest in dramatics and histrionics. The following year, the organization was called the Dramatic Club. The first president of the Dramatic Club was Otis H. Gray. The Dramatic Club functioned for many years, performing from two to four plays each academic year.

When the dining hall was moved to Reid Hall, West Hall was converted to a dormitory for freshmen who were expected to observe the following rules, as outlined in the 1924 student handbook:

1. Freshmen must not cut campus at any time.
2. Freshmen must use the back door of William Smith Hall.
3. Freshmen must not use the walk leading from William Smith Hall to the flag pole, known as the Sacred L.

4. Freshmen must hold themselves ready to do reasonable requests for upperclassmen.
5. Seniority must be observed at all times.
6. Freshmen must salute upperclassmen and all members of the faculty.
7. Freshmen must not wear any loud colors or preparatory insignia.
8. Freshmen must purchase a Freshman Cap as prescribed by the student government as soon as possible after arriving at the college. This is to be worn at all times when out of doors until further notice.<sup>9</sup>
9. Freshmen must attend all cheer practices.
10. Freshmen must not enter nor pass in front of East Hall without an invitation from an upperclassman.
11. Freshmen must help decorate the gymnasium for special occasions.
12. Freshmen are not allowed to smoke on campus unless they use a corn cob pipe.

These rules were usually relaxed as the year progressed. Penalty for violations was confinement to one's room or to the campus for a period of time.

### Resignation of Gould

Early in the spring of 1923, the chairman of the board and the president of the college exchanged letters, the substance of which related to a statement the president had prepared for the Maryland College Commission. Apparently the chairman read a newspaper account of the president's contribution and came to the conclusion that Dr. Gould was sympathetic to the program for the establishment of junior colleges in Maryland. Dr. Gould responded, giving a full report of his participation in the College Commission. He protested that the substance of his statement expressed his personal views and was not intended as an expression of the views of the governing board of the college. The chairman replied:

My fear, however, is that the Commission may not differentiate in the matter, and, by reason of your position as President of the Faculty, may assume that your memorial expressed the views of the college management.

If I understand your letter correctly you are in sympathy with the suggested plan for Junior Colleges feeding up into a centralized graduate school in Maryland and that you feel such a policy might result to the ultimate good of the smaller colleges.

You will note from my other letter to you of today's date that I am complying with the suggestion of the Curriculum Committee regarding the calling of a special meeting of the Board, and I think we can consider the Maryland College Commission situation at the same time.<sup>10</sup>

9. This small cap was called a rat cap or a beanie.

10. Board Minutes.

The special meeting of the board was held on March 10. The first order of business the minutes record was a discussion of Dr. Gould's correspondence with the Maryland College Commission. This discussion was followed by the adoption of a resolution that declared the board to be "unalterably opposed to the reduction of the College to an Educational Institution of Junior Grade."

Having disposed of that question, the Curriculum Committee recommended that the courses in domestic science, which had been introduced the past September, be discontinued at the close of the academic year. Dr. Gould vigorously opposed this recommendation, contending that the department had not received a fair trial and that it had not been given sufficient time to demonstrate its value to the total curriculum. He implied that the committee had been influenced by several members of the faculty who were opposed to the introduction of the experiment.

Notwithstanding his vigorous opposition, the board approved the committee's recommendation. Dr. Gould, feeling that he had no other alternative, submitted his resignation immediately. The board refused to act on the resignation, preferring to defer further action until the regular board meeting in April.

In his written resignation, Dr. Gould reviewed the activities that had transpired during the four years of his incumbency. He stated that when he accepted the presidency of the college, he promised himself to devote five years to the cause of Washington College. At the expiration of that time, he would return to teaching and research, his first loves. Since sufficient progress had been made over the last four years, he felt it was time for the college to appoint a new president.

The board acknowledged the valuable services rendered by Dr. Gould by adopting a rather lengthy resolution of commendation.

Following his resignation, Dr. Gould accepted an appointment as professor of history at Western Reserve University, where he remained until 1933. In that year he was appointed professor of history and dean at Kenyon College in Gambier, Ohio. His last academic position was as chairman of the history department at Youngstown University, also in Ohio. Dr. Gould married the former Gertrude Ruth Still, a native of Denver. He died on December 16, 1971, and was buried in the family plot in Church Hill, Maryland. He was survived by his wife, a daughter, and two grandchildren.



## The Postwar and Depression Years: Changing Times

Dr. Paul Emerson Titsworth was born in Ashaway, Rhode Island, on May 31, 1881, the son of Rev. Warner Gardner and Isabelle Glaspey Titsworth. The family moved to Alfred, New York, in 1883 when the Reverend Titsworth accepted a call from the Seventh Day Adventist Church in that city.

Upon the completion of his elementary and high school education, Titsworth entered Alfred University as a freshman. During his undergraduate years he worked part-time for a local newspaper. In his senior year at Alfred, he transferred to Ohio University, returning to Alfred to receive the Ph.B. degree in 1904. He was appointed instructor in the Department of Modern Languages at Alfred University and for several summers pursued graduate work in Chicago and in Madison, Wisconsin. In 1907 he attended the University of Wisconsin, where he continued his graduate work, receiving his doctorate in 1911. He then returned to Alfred University as professor of modern languages, a position he retained until 1920 when he was appointed dean of the College of Liberal Arts. He resigned that position to accept the office of president of Washington College in 1923.

The inaugural ceremonies for Dr. Titsworth were held on April 11, 1924. Representatives from many colleges and universities were present on that occasion. Special greetings were delivered by Dr. A. Norman Ward, president of Western Maryland College; Dr. Walter Hulihan, president of the University of Delaware; Dr. James W. Chapman, representing the Alumni Association; and Dr. William R. Howell, representing the faculty. The formal inauguration of Dr. Titsworth was the first such



PORTRAIT OF PAUL E. TITSWORTH, PH.D., PRESIDENT, 1923-33



INAUGURAL PROCESSION FOR DR. TITSWORTH, 1923

ceremony to be held at the Washington College. There is no evidence to indicate that any of his predecessors were formally inducted into office.

At the first meeting of the board,<sup>1</sup> following the opening of the academic year, Dr. Titsworth emphasized that the college must be "standardized at the earliest possible moment." Before this could be realized, he warned, the Preparatory Department must be abandoned, the number of instructors increased, and additions made to the library and laboratory facilities. In addition, he reminded the board that the housing accommodations were not sufficient to meet the needs of a growing student body. He suggested that the board appeal to the General Assembly for funds to enable the college to erect a suitable dormitory.

### Housing Problems

The following January the president met with several architects concerning the possible costs involved in the erection of a new dormitory. Later, he informed the board that one of the architects expressed the opinion that a dormitory housing 150 students might be erected at a cost of \$250,000. The architect expressed his willingness to prepare preliminary plans provided he was awarded the contract to prepare final plans and specifications should the college undertake the project. A petition was prepared and submitted to the General Assembly requesting that funds be appropriated for the erection of a new dormitory, but the petition failed to receive legislative approval.

The lack of adequate housing facilities constituted a major problem during Dr. Titsworth's administration. The student body, which numbered 161 in 1923-24, reached a total of 298 by 1933-34. Lacking the funds necessary to provide modern housing accommodations for a growing resident student body, the college was compelled to resort to temporary facilities. By 1926,<sup>2</sup> in response to the increased enrollment of women, the board authorized the president to remove the dining hall from Reid Hall and to replace it with a cafeteria in the basement of Cain Gymnasium. This move provided space to accommodate ten additional girls. The relocation of the dining hall to the gymnasium also provided additional space for that service. Later in 1926, Colonel Hodson purchased the Schaubert

1. Board Minutes, November 10, 1923.

2. Ibid., February 10, 1926.

House for the college. The house was completely remodeled during the summer of 1927 to provide accommodations for ten more girls. It was named Hodson House.

Clarence Hodson was a gubernatorial appointee to the Board of Visitors and Governors in 1922. He had shown interest in the college several years before his appointment. His first visit to the campus was in July, 1919. While traveling through Chestertown, in the vicinity of the campus, his attention was drawn to Middle Hall. Leaving his car, he walked toward the building to get a closer look. On the way he met President Gould, and following a brief conversation, Gould invited him to enter the building. Completing his inspection of this building he toured the entire plant. Evidently he was interested in what he saw, for when the "Get-Together Dinner" was held in September 1921, Colonel Hodson was present. During that stormy meeting he acted as a calming influence, and later participated in several activities leading to the reorganization of the board.

Colonel Hodson was born in Laurel, Delaware, on February 28, 1868. He received his early education at the Crisfield Academy and from private tutors. In 1889 he was admitted to the bar in Maryland and practiced law in Crisfield with his father. In 1893 he was elected president of the Bank of Crisfield. In 1896 he moved to Baltimore, where he continued to practice



CAFETERIA IN CAIN GYMNASIUM, 1926



law. Later, he developed financial interests in New York, where he served as an officer in several banks, trusts, and insurance companies. He was chairman of the board of the Clarence Hodson Company, American Loan Company, and the Beneficial Loan Society.

For centuries the Hodson family had been interested in the advancement of education, and Colonel Hodson's interest in Washington College grew out of his desire to advance opportunities for higher education on the Eastern Shore of Maryland.

In September, 1927, the number of girls registered exceeded the number of spaces available in Reid Hall and Hodson House. To meet the situation the college rented the Barnett House, at the corner of Kent and Mount Vernon streets, where ten girls were placed for the academic years 1927-28, under the supervision of Miss Diantha Roe, a member of the senior class. In the light of the experience of the last two years, Dr. Titsworth suggested that the board give serious consideration to the possibility of constructing an addition to Reid Hall.

In his report to the Board for March 1929, he wrote that, "every passing day demonstrates the desirability of the College's securing the triangular parcel of ground lying north of the present campus, which is now owned by Messrs. Adam Schaubert and Ringgold Strong."<sup>3</sup> He went on to say that Mr. Strong was prepared to sell his house and lot, but that Mr. Schaubert was still undecided. When the board met the following May, authorization was granted to purchase the Strong property. During the course of this meeting the president again referred to his previous suggestion concerning the construction of an addition to Reid Hall. He reported that

Mr. Hopkins says he can build for \$30,000 an addition to Reid Hall, doubling its present capacity. The present situation, which places two groups of ten girls in houses removed from careful supervision by the Dean of Women, cannot continue unless the College adds to its administrative staff supervising women officers fully competent to handle the problems of Barnett House and Hodson House.<sup>4</sup>

The Board unanimously approved the recommendation, but limited the cost of such an addition to \$30,000. A building committee was appointed to confer with the architect about the plans. When the committee met with the architect, a plan and estimate for a 40' x 40' addition were submitted for their consideration. The design of the building, as prepared by

3. President's Report, March 9, 1929, p. 6.

4. Board Minutes, May 4, 1929.





REID HALL REMODELED, 1930

the architect, portrayed a colonial motif, particularly the addition of a colonial portico fashioned after that of Mount Vernon, the home of George Washington. The committee was pleased in all but one respect: the absence of a colonial hallway. They suggested that such a hallway be designed to replace the bare hallway proposed by the architect. In his report to the board, the chairman of the committee acknowledged that a limit of \$30,000 had been placed on the proposed project, but he insisted that the plan be adopted, even though the cost would approximate \$40,000. To justify the recommendation the report stated that

the committee was moved by the conviction that Washington College should have in what will be, in appearance and in effect, a new building, a new structure and consonant with the colonial origin and name of the College, and that the proposed simple dignity of the remodeled Reid Hall will help to remove the blight of mediocrity from Washington's physical equipment.<sup>5</sup>

The board approved the recommendation, and by September the president could report that Reid Hall had undergone a complete metamorphosis during the summer: "New and strange and beautiful it now stands enlarged a 40' x 40' addition to the south end embellished by an impressive portico—in its colonial dignity remindful of Mount Vernon."<sup>6</sup>

The board had also authorized the expenditure of funds for minor alterations in the men's dormitories as well as in Hodson House and Strong House.

5. Ibid., June 10, 1929.

6. *Washington College Bulletin* 8, no. 7 (1929):3.

### Fraternities Come to Washington

For several years a group of upperclassmen had sought permission of the president and Dean J. S. William Jones to establish Greek fraternities on the campus. So persistent were they that finally the dean was delegated to visit several colleges and universities to enquire into their experiences with fraternities. He was so impressed with what he saw and heard, that, upon his return, he prepared a positive report. As a result, the board approved the establishment of fraternities on campus, provided the fraternities agreed to accept certain "Rules and Regulations to which Fraternities must Conform."<sup>7</sup> The board's action was taken on the same day they authorized the purchase of Strong House. When Strong House and Hodson House were ready for occupancy, the Alpha Kappa fraternity was authorized to occupy the former, while the latter was designated the Phi Sigma Phi house. A third fraternity, Phi Sigma Tau, was assigned to the south end of East Hall. These moves eased the housing problem for men at this time.

### A Victory Celebration

The old grandstand, built in 1907 for the accommodation of spectators at athletic contests, had deteriorated to such an extent by the summer of 1927 that the administration decided that it should be removed. The bleachers in right field were considered to be in fair condition and thus were temporarily spared. The football schedule for the fall of 1927 included a contest with an old rival, St. John's College, to be played on the college field. Pregame forecasts of the contest predicted an easy victory for St. John's. When the final whistle ending the game was blown, Washington College had defeated her ancient rival by the score of 6 to 0. The excitement on the campus and in town following this unexpected victory was boundless. That evening, as part of the victory celebration, the bleachers in right field provided the timber for a giant bonfire. The flames from this fire rose to such heights that they were visible over a large area of the county. The joy of the students was unrestrained.

When the situation became normal again, the students realized that perhaps they had allowed their enthusiasm to overextend itself. Somewhat remorseful, but not overly so, they agreed to pledge \$1,000 to assist in

7. Board Minutes, March 9, 1929.

meeting the cost of replacing the old bleachers. In fairness it should be said that the condition of the bleachers was about as bad as that of the old grandstand when it was demolished. A short time later the alumni pledged \$1,000 for new bleachers, and when the board agreed to appropriate \$1,500 to complete the project, new steel stands were erected on the east side of the athletic field, parallel to College Avenue. Additional improvements to the athletic field included a new 100-yard-long straightway laid directly in front of the bleachers. The straightaway was part of a new quarter-mile track. The area within the oval of the track was reserved for football and lacrosse. The baseball field was realigned to conform with the new arrangements. Several years later, the property just south of the athletic field was acquired for possible future expansion.

### Campus Beautification

The first observance of the founding of Washington College was held on October 22, 1925. On that day the Old Kent Chapter of the Daughters of the American Revolution presented the college with a tablet and stone to memorialize the granting of the honorary degree of Doctor of Laws to George Washington in 1789. The stone, of native granite from the hills of Cecil County, was placed at the end of the walk leading to William Smith Hall. The presentation speech was delivered by Mrs. William G. Smyth, regent, who was largely responsible for making arrangements for the presentation. The tablet was unveiled by the Misses Lillian Brown and Elizabeth Titsworth, daughters respectively of Mrs. William T. Brown, vice regent of Old Kent Chapter, and President Titsworth.

A Parents' Day program was held at the college on April 26, 1928. In conjunction with this program, the Old Kent Chapter, D.A.R., prepared a program for the planting of a seedling of the Washington Elm.<sup>8</sup> The speaker on this occasion was Mrs. James A. Dorsey, Chairman of the state D.A.R. Committee on Conservation and Thrift. Mrs. Dorsey was the donor of the seedling to Old Kent Chapter which, in turn, gave it to Washington College. In her address, entitled "Presentation of Grandson of Washington Elm to Old Kent Chapter,"<sup>9</sup> she stated that the seedling was a grandson of the Washington Elm in Cambridge, Massachusetts, under which General Washington first took command of the American army on July 3, 1775. She listed other places where seedlings had been

8. *Washington College Bulletin* 8, no. 3, 7-9 (1928):13.

9. Mrs. Dorsey's address is in the college archives.



FOUNDATION STONE AND MEMORIAL GATEWAY, 1925

planted, explaining why each place had been selected. Washington College was chosen, she said, because it had been “visited by General Washington; he received a degree here; and, it is the only college in the country named for him with his own personal consent, a detail which makes its name and association especially valuable.

On Saturday, October 1, 1931, Old Kent Chapter rededicated the seedling when it placed a tablet at the base of the young tree. The event was witnessed by the local chapter as well as by many other distinguished guests. The seedling has prospered over the years and is now one of the most attractive features of the campus.

President Titsworth, in an article that appeared in the *Washington College Bulletin*,<sup>10</sup> wrote that he looked forward to the day when the campus would be enclosed by a low brick wall of colonial pattern. Entrance to the campus would be by way of three gateways on the Washington Avenue side. The major gateway would be placed over the driveway leading to East, Middle, and West halls. A second gateway would be placed over the projected sidewalk, which was to lead to the proposed dormitory, to be erected at the south side of the campus. This sidewalk would parallel the walk to William Smith Hall. The third gateway he planned to place over the walk leading to William Smith Hall.

10. Vol. 8, no. 7 (1929).



In that same article Titsworth reported that the grounds of Reid Hall were receiving "artistic attention" with the laying out of a brick walk lined with box and other shrubs native to or readily grown in this part of Maryland.

As a result of the efforts of the Blue Key Fraternity, an honorary fraternity on campus, the student body for the year 1928-29 contributed \$1,000 in cash for the purpose of erecting an ornamental gateway at the memorial stone and entrance to the campus leading to William Smith Hall. Embedded in each pillar of the gateway was a limestone shield with the years of the four classes, 1929, 1930, 1931, 1932, that had contributed to this project.

Unfortunately, the remainder of Dr. Titsworth's dream for this phase of his beautification program was not realized.

### Endowment Campaign

On June 19, 1922, the board resolved to launch an endowment campaign to raise \$250,000, but it was not until Dr. Titsworth assumed the duties of his office that definitive action was taken. On the president's recommendation, the National Service Associates, an organization specializing in fund raising, was employed to direct the campaign for the college. Some of the valuable by-products anticipated from this campaign were extensive and intensive publicity for the college, a heightening of interest in the college by the people of Maryland, and an inducement to increase enrollment, particularly from the Eastern Shore. Two representatives of the National Service Associates were assigned to conduct the campaign. Their efforts netted the college \$24,745. Their expenses were slightly over \$8,000, representing approximately one third of the money received from contributions.

In 1924, the General Assembly enacted a bill creating a state debt in the amount of \$100,000, the proceeds of which were to be donated to the college, provided the college succeeded in raising \$200,000 by July 1, 1927.<sup>11</sup> This action was taken to stimulate public interest in the endowment campaign.

The contract with the National Service Associates was terminated November 1, 1924. As a replacement, Dr. Albertus Perry was engaged. While Dr. Perry made many new friends for the college, he was unable

11. *Laws of Maryland*, 1924, chap. 369, p. 957.



to secure any substantial contributions. After several years, the board found it necessary to dispense with his services. As the year 1927 was rapidly approaching, the prospects for satisfying the conditions laid down by the General Assembly appeared to be remote. The failure to raise the necessary \$200,000, prescribed by the Act of 1924, would result in the loss of the \$100,000 provided under said act. The board was concerned about this possible failure, as a sizable deficit had been accumulated since 1923. In an effort to avoid the loss of state monies, the board appointed a committee to meet with the governor to apprise him of the problems confronting the college. When the General Assembly met in 1927, the state removed the condition attached to the earlier law, and appropriated the \$100,000 to the college.<sup>12</sup> This action was extremely important, as it enabled the college to meet its immediate commitments, as well as to plan a sound fiscal operation.

Earlier, the president, recognizing the need for adequate budgetary controls, recommended that the office of business manager be established for the purpose of maintaining strict control of the budgetary operations of the college. It would be his duty to prepare and submit a quarterly report to the board. To fill this office, the president recommended Professor George G. Snyder. Professor Snyder held this office for one year until forced to resign because of ill health. He was succeeded by James W. Johns.

### Revision of the Grading System

In 1923 the faculty recommended that the grading system, which up to this time had been expressed numerically, be expressed in letters. To assist in determining the student's average standing in all courses, a point system was established. By dividing the number of points earned by the number of credit hours earned, the student's index was learned. The distribution of points was as follows:

<i>Work</i>	<i>Grade</i>	<i>Points</i>
Excellent	A	3
Good	B	2
Fair	C	1
Passed	D	
Deficient	E	
Failed	F	

12. Ibid., 1927, chap. 306, p. 548.

No points were earned for grades D, E, or F. Several years later, in order to encourage students to perform to their maximum ability in all courses, it was decided to penalize grades E and F by recording a minus 1 and 2 points, respectively.

The student's normal schedule of work ranged from fifteen to seventeen hours a week. Students whose earned index was 1.80 on a 3.00 scale the preceding semester were permitted to carry eighteen hours; those earning an index of 2.00 were permitted to carry nineteen hours, while those whose index was 2.50 were privileged to carry twenty hours. No student was permitted to carry fewer than twelve hours per week if he were a candidate for a degree. Only those students carrying a minimum of fifteen hours were eligible for class honors. Students whose index was 2.00 received honorable mention as meritorious in scholarship; those earning an index of 2.50 were noted as distinguished in scholarship. Honors were recorded

Cum Laude	240 points	Index 2.00
Magna Cum Laude	310 points	Index 2.50
Maxima Cum Laude	341 points	Index 2.75

Morning chapel, a feature of the college program for many years, was discontinued in 1924 and was replaced by a weekly assembly held each Thursday morning from 11 A.M. until noon. The first fifteen or twenty minutes of this hour were devoted to a short devotional service. The remainder of the hour was allotted to a program arranged by the faculty. Also discontinued was the requirement that each senior deliver his senior oration before the faculty. For many years members of the board sat with the faculty to hear these orations. The announcement of the abolition of this requirement was cheerfully received by the senior class.

### Preparatory Department Discontinued

In his first report to the visitors and governors, Dr. Titsworth repeated a warning made earlier by Dr. Gould that the college must make every effort to meet the requirements of the Regional Association of Colleges for accreditation. Dr. Titsworth warned that before such accreditation would be possible the Preparatory Department would have to be discontinued, the number and training of the faculty increased, and the library and laboratory facilities enlarged. In pursuance of this warning, the Preparatory Department was discontinued in 1924. Additions were made to the faculty and badly needed improvements were effected. By October 25,

1925, the president was able to report that "one final requirement for entrance into the blissful state, we are told, is the employment of a trained librarian. It is largely for this reason, therefore, that I have at this time recommended the speedy employment of this requisite addition to the staff of Washington College."<sup>13</sup>

The board approved Titsworth's recommendation for the appointment of Miss Bahnie C. Wedekind as librarian; she began her duties November 1, 1925. On November 26, 1925, when the Association of Colleges and Secondary Schools of the Middle States and Maryland met, the commission's recommendation to place Washington College on the accredited list was adopted.

During the summer months of 1926, the library, which had previously occupied two rooms on the second floor of William Smith Hall, was moved to the basement of the building. The reading room was placed in the area directly beneath the entrance to the building, and the stacks occupied the space below the auditorium. The move provided additional space for the library, while at the same time making the two vacated rooms available for classroom use.

### Curriculum Revision

In the *Washington College Bulletin* for December 1925, Dr. Titsworth, expressing his views on the curriculum, wrote:

My consideration of contemporary curricula and the experiments therein lead me to believe that our courses here at Washington College could be advantageously restudied in the light of current successful practice. I believe the idea of our group system is admirable, yet I am convinced that it is somewhat too rigid and does not allow enough free election.

I believe that the course of our first year should be so reorganized as to give all our freshmen a comprehensive introduction into the two great fields of human interest—science and the humanities. After the first year, after having carefully considered both kingdoms of knowledge, a student should be better prepared to decide in which he wished to specialize and he should possess a better insight into the problems of living.

Responding to the president's concern, the faculty appointed a committee to review the curriculum with a view to reducing its seeming rigidity. One of the immediate results of its deliberations was the adoption of a Freshmen Week Program in September, 1926. The program was designed to assist freshmen in making the adjustment from high school to

13. Board Minutes.



FACULTY, 1924-25

*Front row (left to right):* Dr. A. S. Hall, Dr. J. S. William Jones, Miss Louise B. Russell, President Paul E. Titsworth, Miss Genevieve Bowland; *second row:* Prof. P. B. Winn, Prof. F. H. Hart, Coach J. T. Kibler, Prof. G. G. Snyder; *back row:* Prof. Roy Woodland, Dr. William R. Howell, Dr. Randolph Fairies; *missing:* Dr. J. R. Micou, J. W. Johns

college. To aid in this process, all freshmen were required to enroll in a course "How to Study," which met for one hour each week and continued for the duration of the freshman year.

The new curriculum was introduced in September, 1927, and was to apply only to the freshman class; classes enrolled prior to that date were expected to continue under the old program of studies. The new program, adopted as an experiment subject to changes and revisions, sought to provide the student with greater opportunity for free election of studies. However, indiscriminate free election was discouraged by requiring the student to pursue courses closely related to his major and minor fields of study.

The major emphasis during the first two years under the new arrangement was directed toward general education, while in the final two years students were allowed to select courses in their major and minor fields of

interest. They were permitted to take 24 hours in their major field, 18 in their first minor, and 12 in their second minor. Several courses, deemed to be essential elements of a college education, were required for graduation.

The fields of study as proposed by the catalog for 1929–30 were:

#### *Arts*

Major: commerce, English, government, history  
 First Minor: economics, English, French, German, government, history, Latin, Spanish  
 Required: English, government, modern languages, public speaking

#### *Science*

Major: biology, chemistry, mathematics  
 First Minor: biology, chemistry, mathematics, physics  
 Required: English, government (3 hours), modern languages, mathematics (3 hours)

The new program was designed to provide professional training for high school teaching and preprofessional training in law, medicine, dentistry, college teaching, the ministry, journalism, and business. But most of all the program sought (1) to acquaint students with the fundamental and common knowledge concerning the physical world—matter and energy—and the human world—men and their ways in the past and present; (2) to help students think independently and soundly; (3) to develop their personalities, their powers of self-motivation, self-direction, enthusiasm, appreciation, imagination, sympathy, and aspiration; and (4) to teach them that the end of knowledge, power, and personality is action and creation.

### **Student Activities**

The decade 1923–33 saw a moderate increase in student enrollment and in extracurricular activities. The Student Council was responsible for the proper conduct of the students and the administration of the honor code. It served as the students' voice in all matters pertaining to their interests. Only male students were eligible for election to the Student Council. In 1924, Women's Council was formed to promote the interests of the residents of Reid Hall.

The Young Men's Christian Association and the Young Women's Christian Association continued to promote Christian ideals and friendship among the students.



The Mount Vernon Literary Society and the Adelphia Literary Society provided opportunities for training in oratory, public speaking, impromptu speaking, debating, and parliamentary law. By the end of the 1930s, the literary societies found they were competing with such organizations as the Debating Society, the Oratorical Association, and the Dramatic Club. The Dramatic Club usually presented three or four plays each year, and their productions attracted many townspeople as well as students.

The *Washington Collegian*, the student publication, gave students interested in journalism an opportunity to gain experience in that field. The *Washington Collegian* for many years appeared monthly as a magazine, but in the 1930s the publication was converted into a bi-weekly newspaper called the *Washington Elm*. The Washington College year book was revived in 1927 largely because of the efforts of John Calvin Copper, a member of the senior class. The year book was called *Pegasus*, recalling the title given to the yearbooks published in 1909 and 1910. *Pegasus* has been published every year since it was revived in 1927.

#### *Orchestra and Glee Club*

Under the leadership of Professor Frederick G. Livingood, a fine college orchestra composed of students and faculty members was formed. All students possessing musical instruments were invited by Dr. Livingood to join the orchestra, and within a few years the orchestra participated in many of the musical programs conducted in the college auditorium.

In 1927 Professor R. A. Kilpatrick sponsored a Glee Club. The Glee Club became very successful and was soon invited to appear in many towns on the Eastern Shore. Of particular interest were the concerts given by both the orchestra and the Glee Club.

#### *Fraternities and Sororities*

In May, 1929, the board approved the recommendation of the dean of the collége that local fraternities be permitted on the campus. It was no surprise when, several years later, the president recommended to the board that local sororities be permitted to function on the campus. He informed the board that three local sororities had been meeting secretly for several years and expressed the view that they be permitted to function with the board's sanction. The sororities were Sigma Tau Alpha (president, Charlotte Holloway), Kappa Gamma (president, Mary Elizabeth Brice),

and Gamma Sigma (president, Mary Elizabeth Walbert). Within several years the fraternities and sororities became affiliated with national organizations.

### *Athletics*

In the field of intramural sports, leagues were formed to provide competition and recreation for those men not engaged in intercollegiate sports.

Miss Doris Bell was appointed instructor for physical training for women in 1926. Classes in calisthenics were conducted under her supervision. In addition, leagues in basketball and hockey were formed to provide interclass competition among the women. One of the notable events of 1926-27 was the June Pageant, directed by Miss Bell. Miss Cora McWhorter, of the senior class, was crowned queen of the college and of the pageant. Her ladies in waiting were classmates, dressed appropriately. Russian, French, English, Irish, and Dutch folk dances were performed, in costume, by groups of women. Misses Diantha Roe and Miriam Shriver were featured in a special Hungarian dance.

In the field of intercollegiate athletics, college teams participated in football, basketball, baseball, lacrosse, tennis, and track, usually giving a good account of themselves. However, the basketball teams of this era, coached by J. Thomas Kibler, who spent more than half a century in one capacity or another at the college, had an influence beyond what normally could be expected from any branch of intercollegiate athletics. Playing many of the best colleges in the Middle Atlantic area, "Coach" Kibler's teams won about 90 percent of their games during a ten-year period, helping to create a sense of pride, coherence, and reach for excellence that spilled over into many other areas of college life.

The most famous of these basketball teams was the 1923 squad, which won nineteen out of twenty scheduled games, including six consecutive victories on six consecutive days against colleges and universities in Maryland, Virginia, and the District of Columbia. This second feat—six victories in six consecutive days—so impressed sportswriter Wilson Wingate that he named Kibler's squad the "Flying Pentagon."

The members of the squad at that time were Fred "Dutch" Dumschott, Jack Carroll, Alwood "Kirk" Gordy, Mike Fiore, Henry "Henny" Carrington, Bill Johnson, John Bankert, D'Arcy "Jake" Flowers, Voss Lohran, and Jack Stenger, the manager.

Earlier, in the fall of 1923, men who had been awarded the varsity W



WOMEN'S BASKETBALL TEAM, 1923-24

*Front row (left to right):* Helen Simperts, Becky Brown, Dot Woodall, Peg Crew, Virginia Owens; *back row:* Shirley Touchstone, Ermine Jewell, Sara Herman, Helen Mills, Helen Jones



JUNE PAGEANT, 1927

met to form the Varsity Club. The purpose of this organization was to promote fellowship and sportsmanship and to stimulate pride in the varsity W. The club was open to all who had earned the varsity W in one or more of the major sports conducted by the college in intercollegiate athletics.

### *The Pentagon Symbol*

The Student Council thought that a symbol that would properly depict the college to the general public was needed. Wilson Wingate's "Flying Pentagon" answered that need. The members of the council felt, however, that the meaning of the symbol should incorporate all those qualities that make up the character of Washington College. It was therefore decided to prepare an emblem that would apply to Washington College as an excellent training place for men and women.

James N. Saunders, an artistically inclined student, was asked to prepare a preliminary drawing that would signify the ideals proposed by the Student Council. He suggested a five-sided figure, each side to designate one of the characteristics peculiar to the students at Washington College. At the base of the pentagon was Education, considered necessary for the building of character. The other four sides were Friendship, Tradition, Leadership, and Fidelity. The pentagon was attached to the wings of aspiration.

The proposed symbol was presented to the student body and the faculty. Thus the organization of the student body as the Flying Pentagon was put into operation. Every member of the student body, every alumnus, and anyone associated with the college was entitled to wear a bronze pentagon, either as a watch charm or a pin.

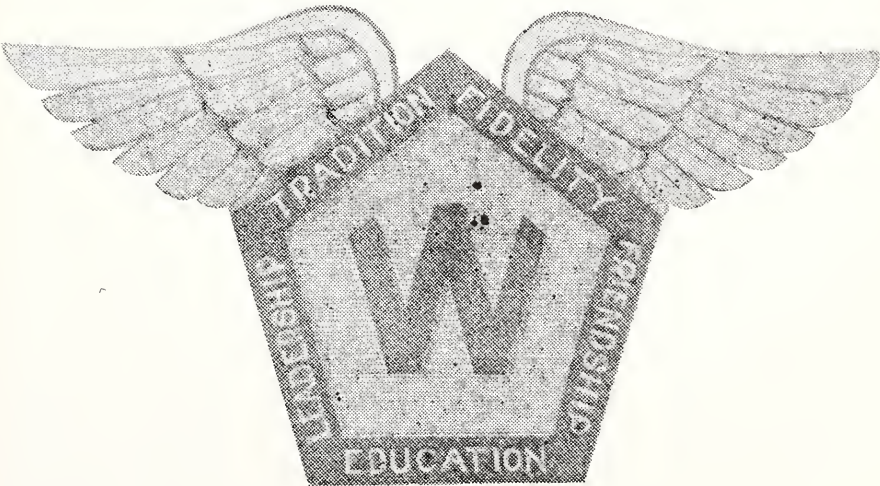
To direct the Flying Pentagon, the Silver Pentagon was formed, comprising nine male members of the student body, four from the senior class, three from the junior class, and two from the sophomore class. They were elected by their respective classes as most nearly representative of the characteristics represented on the sides of the emblem. Members of the Silver Pentagon were permitted to wear a Silver Pentagon, either as a pin or a charm.

The plan of the Flying Pentagon was to award a Gold Pentagon to recipients chosen by the Silver Pentagon for outstanding achievements. This award is given to one student and an individual associated with the college. In the first year the award was made, it was presented to President Titsworth, Dean Jones, Coach Kibler, and to two students, Charles Jarman and Elias W. Nuttle.





BASKETBALL TEAM, 1923-24



SILVER PENTAGON MONOGRAM



It is not an exaggeration to say that the Flying Pentagon created a thrust toward excellence that is still an important force at Washington College. The Gold Pentagon award is more highly prized by those associated with the college than any other award offered there.

### Activity Points

The faculty again became somewhat concerned because of the amount of time students appeared to be devoting to extracurricular activities. With the aid of the Student Council, a committee of the faculty undertook to prepare a plan to limit the number of activities in which a student would be permitted to participate, particularly as an officer of an organization. An activities point system was prepared that allocated a prescribed number of points a student would be permitted to accumulate in any one year. The program never really accomplished the ends sought because of the diverse requirements of each activity and the inability of the committee to arrive at a fair estimate of the time and energy expended in each activity by the student.

### Advent of the Automobile

The decade 1923–33 brought the automobile as a problem to the campus. Officials were of the opinion that students should not be permitted to bring their cars to the campus, but the situation was complicated by the fact that commuting students were dependent on cars to bring them to and from the campus. In an attempt to discourage noncommuters, the catalog for 1926–27 warned that: “the automobile and the college ordinarily do not mix. Student ownership or use of cars, tending as it almost always does to abuse, is a detriment to good work and to the morale of the student body. Students are forbidden to keep or operate cars, except by permission of the Dean.”

This regulation was one of the most difficult to enforce, being honored more in the breach than in observance. Students brought their cars to Chestertown, parked them in the vicinity of the college without informing the Dean, and made use of them from time to time. Violations were so persistent and frustrating that the administration finally recognized that students would continue to use their cars in spite of college regulations. The problem was solved by abandoning the regulations and expanding existing parking facilities.

### Activities of the President

In addition to carrying on the voluminous correspondence that the office of president entails, Dr. Titsworth wrote articles for publication, prepared reports to the board, and edited the *Washington College Bulletin*. He was also active in community affairs. He participated in the movement that led to the organization of the Chestertown Rotary Club on January 9, 1926, and as a result of his labors and interest, he was elected the first president of that organization. In 1931 he was elected governor of the 34th District of the International Rotary Clubs, consisting of fifty-five member clubs in Maryland, the District of Columbia, eastern West Virginia, and central Pennsylvania. As governor he visited every club in the 34th district during the year of his incumbency.

Representatives from thirteen counties on the Eastern Shore of Maryland, Delaware, and the Virginia peninsula met in Salisbury, Maryland, December 28, 1925, for the purpose of establishing an organization to publicize the resources and potentialities of the Delmarva peninsula. Included among the representatives attending were men prominent in the industrial, professional, and agricultural interests of the area. Their aim was to arouse the confidence of the people of the Delmarva peninsula in the possibilities for growth on the Eastern Shore and to encourage outsiders to take advantage of the latent resources of the area. Dr. Titsworth was a representative from Kent County and Washington College. When the organization was established he became an active spokesman for the Del-Mar-Va Association, visiting various communities to encourage their support for the efforts of the association.

On July 2, 1926, a meeting was held in the Kent County courthouse for the purpose of forming the Kent County Chamber of Commerce. The sponsors, businessmen of Chestertown, were interested in organizing the Chamber of Commerce as a means of applying the goals of the Del-Mar-Va Association to Kent County. Meetings were called in the several towns in the county in an effort to induce responsible leaders to participate in this new venture. It was not until October of that year that the Kent County Chamber of Commerce actually came into being. Throughout the campaign to organize the chamber, Dr. Titsworth expended considerable energy to achieve the goal. He retained a close association throughout his stay in Chestertown.

With the aid and encouragement of the Home Mission Council of Philadelphia, the first Delmarva Summer School for Town and Country

Ministers was held at the college. Composed of clergymen of all denominations, the first session extended over a period of four days, September 6–10, 1926. The participants enthusiastically endorsed the experiment, expressing the hope that a similar school might be held the following year. The second school, held in 1927, found representatives from the Peninsula, the Western Shore, and adjacent parts of Pennsylvania. Dr. Titsworth reported that the participants were an enthusiastic and eager group who found the college an intellectual stimulus. The school continued for several more years before it was transferred to the Western Shore.

### *Proposal for a Chair in Country Life*

For some time Dr. Titsworth had observed that young people were leaving their homes in rural areas to find employment in the cities. While he recognized that this trend could not be completely halted, he was convinced that greater efforts should be directed to developing programs that would encourage young people to consider the opportunities available in rural areas. With this in mind, the baccalaureate address in 1926 was given the title “Joys and Responsibilities of Country Living.” During the course of his remarks, Dr. Titsworth suggested to those graduates who were not as yet under contract to seriously consider employment in a rural setting. He reminded them that many of the conveniences of city life were becoming commonplace in the more progressive rural communities.

This address marked the opening of a campaign to establish a chair in country living at the College. In discussing this proposal with the board, he reminded them that the college, situated in a rural area and drawing approximately 90 percent of its students from the open country, was an appropriate place to establish a Chair in Country Life. He proposed that the new course be presented both as a science and as an art—something to know and something to do. Rural sociology, rural economics, standards of living, work, and play would constitute a portion of the curriculum. The program was intended to show how country life was the foundation upon which the national life rests. The same knowledge that makes city life and effort attractive and successful, if applied to the small town and open country, would be equally attractive and successful. Dr. Titsworth was careful to emphasize that his proposal was not intended to supplant or duplicate the work of an agricultural college.

Realizing that the college could not fund a chair from its operating budget, he recommended that a campaign be launched to raise \$60,000. He felt that a fund of \$60,000 earning 5 percent interest annually would

be sufficient to meet the needs of the program. Although his proposal was favorably received in many quarters, he was unable to raise the needed funds. The *Kent News* made the following comment on the proposed program:

Washington College is receiving more publicity today than ever before in its history. The News referred to Dr. Titsworth's idea of educating the boy and girl back to the farm instead of the city. Metropolitan newspapers, magazines and feature syndicates have heralded the idea far and wide as a most excellent solution to one of the biggest and most vital problems confronting agricultural communities.

A special story was sent out to more than 3,000 American weeklies by Autocaster Service. Autocaster Service to weeklies in America is what the Associated Press or the United Press are to the daily newspapers. Several thousand weekly newspapers featured the story of Dr. Titsworth's plan for a Chair of Country Life at Washington College.<sup>14</sup>

### Sesquicentennial Celebration

In December, 1930, Dr. Titsworth reminded the board that 1932 would mark the 150th anniversary of the founding of the college and suggested that plans should be prepared to commemorate the occasion. The faculty had already appointed a committee to plan a celebration, and he suggested that the board appoint a committee to cooperate in preparing for the gala day. The year 1932 also marked the 200th anniversary of the birth of George Washington, and the federal government was planning to celebrate the Bicentennial of Washington's birthday. A Bicentennial Commission had been established to encourage a nationwide observance of the occasion. Kent County was particularly interested in participating in this celebration because of its close relationship with George Washington.

It is recorded that Washington visited Kent County eight times, when he was traveling from Mount Vernon to points on the northeastern seaboard. The route through Kent County was considered a more direct route than one that went north of the Elk River. Leaving Mount Vernon, Washington traveled to Annapolis, where he boarded a boat for Rock Hall at the southwestern tip of Kent County. From there he would set out northeastward, stopping at New Town (Chestertown) for a meal or for the night. From New Town he proceeded to Downs Cross Roads (Galena), then to Georgetown on the Sassafra River, his last stop in Kent County. Leaving Georgetown he would cross the river to Fredericktown in Cecil

14. May 1, 1926.

County. From Fredericktown he traveled to Warwick, Delaware, on his way to New Castle, Delaware.

Dr. Titsworth suggested that the sesquicentennial and bicentennial be held on the same day, June 11, 1932. Dr. Titsworth was appointed director of both events. The sesquicentennial events were scheduled for the morning as a part of the normal commencement exercises. The afternoon was reserved for the bicentennial, and residents of the county as well as college people participated in the pageantry of the celebration. To create an atmosphere reminiscent of the colonial period, the people of the college and Kent County were asked to wear colonial dress throughout the period of the celebrations. Many people responded to this request, and many more would have rented colonial costumes had the supply been adequate.

The opening event was a colonial ball, held in the gymnasium on Friday evening. The hall was decorated to resemble the garden and front porch of Mount Vernon. The evening program began with a graceful exhibition of two minuets and a gavotte by college seniors. Following this, President Titsworth, representing William Smith, placed a crown on the head of Miss Elizabeth Brice, class of 1932, selected to represent the colonial beauty, Betty Fairfax. This was followed by an evening of dancing—modern style.

The following morning, the college graduation exercises were held, duplicating as nearly as possible those held in May, 1783, the first such exercises to be held at the college. Forty-one graduates were awarded their diplomas. Addresses were delivered by Governor Albert C. Ritchie; Dr. Ray Lyman Wilbur, secretary of the interior; and Baron Friederick von Pritwitz und Gaffron, German Ambassador to the United States.

The afternoon was devoted to sketches portraying the life of Washington. The program opened with a parade of floats, each relating some phase in Washington's life. Arriving on campus, children from the various schools in the county presented very short plays reminiscent of Washington's visits to Kent County. Finally, students of Washington College reenacted a portion of the play *Gustavus Vasa*, which was played for Washington in 1784 when he visited the college.

In concluding its account of the various activities associated with the celebrations, the *Chestertown Enterprise* wrote:

The various committees, which had in charge the detail work of the celebration, deserve the thanks and appreciation of the citizens of Kent, but, after all, one man and one man alone stands out as the guiding spirit behind both celebrations and to him Kent Countians should pay a just tribute.

Since coming to Chestertown as the head of Washington College some





RE-ENACTMENT OF THE CROWNING OF COLONIAL BEAUTY BETTY FAIRFAX



COLONIAL MAIDS WELCOME VISITORS TO CAMPUS

years ago, Dr. Paul E. Titsworth has made things hum at the old institution on the hill and gradually his enthusiasm and pep have spread to Chestertown and Kent County.<sup>15</sup>

### Resignation of President Titsworth

The following December, 1932, Dr. Titsworth notified the board that he had accepted the presidency of Alfred University, his alma mater, effective June 30, and requested the board to accept his resignation. In his notification he wrote:

It was only after much deliberation and with the greatest regret that he thus severs his relationship with Washington College. He feels deeply obliged to this institution for the opportunity given him to serve as its president. He feels a personal obligation to every member of the Board and to all the friends and students of Washington College who have cooperated splendidly with him in this joint effort of putting Washington College over.<sup>16</sup>

The board accepted the resignation very reluctantly, at the same time appointing a committee to draft "such a resolution of regrets as were expressed at this meeting."

Toward the end of the academic year, a committee of the faculty presented the following testimonial expressing their appreciation for Dr. Titsworth's leadership and guidance:

The Faculty wish to express their sincere regrets that you are leaving Washington College to accept the presidency of Alfred University. Wishing you success in your new undertaking, we want to express also our sincere appreciation of your service in the upbuilding of Washington College as an educational institution.

As president of Washington College for the past decade you have given the college inspired educational leadership building up both the material and spiritual aspects of the college, as indicated in your planning for an adequate financial program, to the growth of the student body both in number and in quality, additions to and maintenance of adequate buildings and equipment, and the advancement of the interests of the college by a carefully planned and well-directed publicity campaign, the placing of Washington College on the list of approved colleges, and the building up of college morale. All these accomplishments have shown evidence of educational leadership.

In your relations to the faculty, you have been sympathetic to the interests of every department, and by reason of your educational vision you have been able to weld the diversified interests into a unified educational program. You

15. June 15, 1932.

16. President's Report, December 3, 1932, p. 15.

have consistently urged the professional growth of every faculty member through professional association and individual initiative, giving each and every faculty member freedom to organize his work and administer plans with but one requirement in view, namely that the program of each department and of each faculty member shall fit into the well-rounded and effective program which you had planned for Washington College.

We deem it a great privilege to have had the opportunity to work under your dynamic leadership. The kindest and best wishes of every faculty member go with you in your new field of endeavor.

The board's resolution of appreciation stated that

this Board is mindful of the splendid and effective services of President Titsworth, patiently, wisely and devotedly rendered along educational and generally constructive lines, endearing himself to Washington College, its Faculty, the Student Body, the State of Maryland, and particularly to the Eastern Shore and this college community as well as to this Board.

Shortly following his inauguration as the sixth president of Alfred University, Dr. Titsworth suffered a fatal heart attack. On that day, being scheduled to deliver a sermon at Christ's Church in Hornell, New York, he went to his garage to get his car. His wife, noting the unusual amount of time he was taking to get it started, went out to learn the reason for the delay. On arriving she discovered his body. The doctor who was summoned pronounced death as a result of an instantaneous heart attack. Dr. Titsworth was survived by his wife, Mrs. Vida Stillman Titsworth; three daughters, the Misses Elizabeth, Eleanor, and Katherine; and a sister, Miss Helen A. Titsworth, of Lawrence, Kansas.

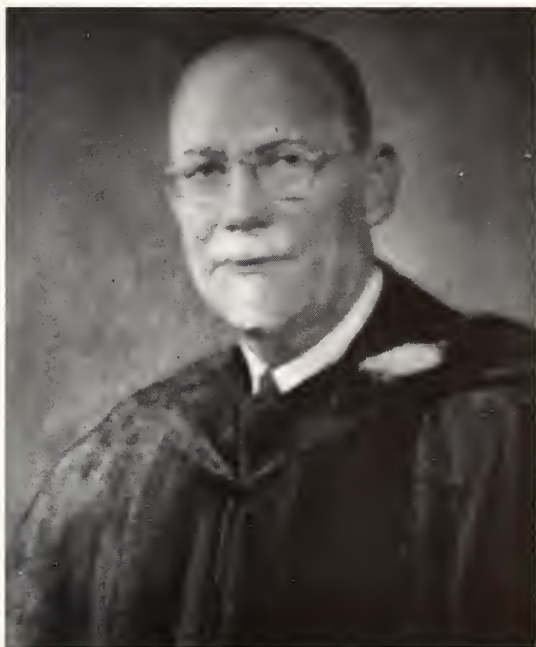
## Beneficence and Growth

In submitting his resignation as president of Washington College in 1932, Dr. Titsworth advised the board to seek to "attract an outstanding man" to head the college. He stated that "while undue haste in the matter was unwise, the morale of Washington College requires prompt action and public announcement thereof." The board appointed a committee of five to proceed with the task of finding a suitable candidate. On April 8, 1933, the chairman of the Selection Committee presented the name of Gilbert Wilcox Mead, dean at Birmingham-Southern College, to succeed to the presidency of Washington College.

Gilbert Wilcox Mead, son of the Rev. Wesley Gilbert and Carolyn Switzer (Wilcox) Mead, was born on May 7, 1889, in Pittsburgh, Pennsylvania. He received a diploma from the Southwestern Pennsylvania Normal School in 1905; a Bachelor of Arts degree, Allegheny College, 1911; and a Masters of Arts degree, Columbia University, 1916. From 1917-23 he was instructor in English and comparative literature, Columbia University; from 1923 to 1925 he was chairman of the English Department at Westminster College; and from 1925 to the date of his election as president of Washington College he was dean at Birmingham-Southern College. He held a number of honorary positions, including those of secretary to the English Victorian section of the Modern Language Society and vice president of the Dixie Inter-Collegiate Athletic Association.

### President Roosevelt's Visit

Dr. Mead's inauguration as president of Washington College was scheduled to take place on October 2, 1933. President Franklin Delano



GILBERT W. MEAD, LL.D., PRESIDENT, 1933-49



HONORARY DEGREE CONFERRED ON FRANKLIN D. ROOSEVELT



Roosevelt accepted an invitation from the Board of Visitors and Governors to be present for that occasion and to receive the honorary degree of Doctor of Laws. Upon public announcement of the intended visit of the president of the United States, the citizens of Chestertown began feverish preparations to properly welcome him. As the *Kent News* wrote in its editorial on October 21:

There is no precedent to be found in the files of the newspapers of Kent County as to the procedure to be followed in welcoming a President in our province. There hasn't been a President near us since the first Kent News came on the streets back in 1823. George Washington's visit here in 1789 was the first, and the last, up until today when Franklin Delano Roosevelt has honored Chestertown and Washington College by coming to spend the day with us.<sup>1</sup>

Weeks of preparation were rewarded shortly after 11 A.M. on the appointed day, when the president's party was whisked through the gaily bedecked streets of Chestertown to the college. As the party approached the campus, the presidential salute of twenty-one guns was fired by a detachment of artillery from Fort Hoyle.

The large assemblage gathered to witness the events of the day included many representatives of the leading colleges and universities in the nation. As the president stepped forward to receive his honorary degree, the entire assembly applauded vigorously. Having received his hood, the president responded with a few appropriate remarks.

The *Chestertown Transcript*, in its issue of October 28, 1933, wrote in bold type: "Fifteen Thousand Attend Inaugural Ceremony at Washington College," adding that this was the largest aggregation of people ever to assemble in Chestertown.

### Inadequacy of Facilities

The new president of the college, in his report to the board in December 1933, warned that the library facilities were in need of considerable improvement if the college was to continue to progress. The board responded by appointing a committee to study the possibility of undertaking a construction program, keeping in mind the state of the economy.

Later, in April, 1935,<sup>2</sup> the president felt compelled to bring to the attention of the board the extremely unsatisfactory conditions prevailing

1. George Washington visited the campus in May, 1784.

2. President's Report.

in the cafeteria, which, at that time, was located in the basement of Cain Gymnasium. Designed to accommodate 75 to 100 diners, the facilities were simply not adequate to prepare and serve 150 to 200 meals three times a day. He proposed that the college submit an application to the federal Public Works Administration for a grant and loan to enable the college to undertake a construction program. The program would include a new library, a dormitory, and a building to house dining facilities and a recreation area. Should the application be approved by the Public Works Administration, the college would be eligible for a federal grant equal to one-third the cost of the project, as well as for a loan for the remaining two-thirds, at an interest rate not exceeding 4 percent. Pending review of the application and anticipating its approval, an architect was authorized to prepare a preliminary sketch and cost estimates for a structure containing a kitchen, dining room, and recreation area. After reviewing the application, the P.W.A. held that, under the terms of the law, Washington College was not eligible to participate in this federal program.

### The Hodson Trust Grant

In June, 1935, Mead advised the board that he had received a communication from the Hodson Trust with reference to a possible grant to the college. The following December, Mrs. Clarence Hodson and Mrs. Lelia Hodson Hynson, the widow and the daughter of Clarence Hodson, visited the campus. After an extensive conversation with the president and a tour of the campus, they all agreed that Washington's most pressing need was a building containing a dining room, a kitchen, and a social area.

Later, the Hodson Trust informed Dr. Mead of its intention to advance a conditional grant to assist the college in the erection of the proposed building.<sup>3</sup> In addition, the secretary to the trust advised the president that Mrs. Hodson had indicated her intention to contribute \$5,000 toward the project. Plans for the building were prepared and submitted to the trust for review. After the plans were endorsed and bids were received and accepted, work began on the new building.

The building was erected on the site of the old gymnasium, which had been moved to a new location where it was to be converted into a maintenance shop. In addition, the dwelling that was in the same general area, then occupied by the superintendent of maintenance and his family, was

3. The Hodson Trust advanced the funds for the completion of the building.

demolished. This dwelling was replaced by a small bungalow located in close proximity to the frame gymnasium.

### Hodson Hall

The erection of a memorial to Clarence Hodson on the campus of Washington College was a fitting tribute to his long and devoted service to the college.

Ground for the new building was broken on May 1, 1936. Dedication ceremonies for "Hodson Hall, A Memorial to Clarence Hodson," were held the following October. Attending those services were members of the Hodson family, many former friends and business associates of Mr. Hodson, members of the Board of Visitors and Governors, as well as many alumni and friends of the college.

In his annual report to the board for the academic year 1935-36, President Mead wrote:

The opening of the new dining room in Hodson Hall has been the most significant thing in affecting student attitudes which the College has experienced in years. The beautiful surroundings, and the adequacy of the machinery for the preparation and service of the food have combined to alter powerfully the attitude of the students toward the social nicities which were difficult of preservation under the old cafeteria system. The daily observer of campus life recognizes that one of the great needs of the College has now been met, not only adequately, but beautifully.<sup>4</sup>

With the completion of Hodson Hall, the dining facilities were moved into their new quarters. The area in Cain Gymnasium previously occupied by the cafeteria was converted to student housing. The space was partitioned to provide eight rooms, each to be occupied by two male students. Use of this area for housing indicates the real need for a new dormitory. In 1935, Mead had recommended to the board that it file an application with the federal Public Works Administration for a grant and loan to erect a new dormitory. The application was rejected, as was a second application in 1938.

### Purchase of the Triangle

During this period, the college renewed efforts to acquire the tract of land north of the campus known as the Triangle. It had been recom-

4. President's Report, December, 1936, p. 4.



HODSON HALL, 1937



GEORGE AVERY BUNTING LIBRARY, 1940

mended in previous years that this lot be purchased, but Mr. Schaubert, the proprietor, was unwilling to sell. In the meantime, the property was acquired by the Third National Bank of Chestertown. On February 29, 1936, the board appointed a committee to look into what it would cost to acquire the site. The following April, the committee was instructed to negotiate with the bank and to offer \$10,000 for the lot. Negotiations were prolonged for a year before the bank agreed to sell for \$11,000. On April 10, 1937, the board authorized the purchase. Following the acquisition of the site, the property was improved. By December, 1937, Mead reported that all of the buildings previously on the site had been demolished, sold, or moved. The entire tract was graded and seeded in grass.

### The Bunting Gift

Within a year of the opening of Hodson Hall, President Mead received a communication advising him that Dr. George Avery Bunting, of the class of 1891, was planning to make a contribution for the erection of a new library. During the course of the commencement exercises in June, 1937, President Mead informed the audience of Dr. Bunting's intention. The preceding month a survey team representing the Commission on Higher Education for the Middle States Association had submitted a report of a study of Washington College facilities, recommending that the library and its facilities be upgraded. Dr. Bunting's announced intention to donate funds for a new library came at an opportune time. Plans and specifications were prepared, and ground was broken for the library on commencement day, 1939. Dedication was scheduled to take place on February 24, 1940, the Saturday nearest George Washington's birthday, which was also the day of the mid-winter convocation.

### Dunning Science Hall

In November, 1938, President Mead met with Dr. H. A. B. Dunning, well-known pharmaceutical chemist in Baltimore, to elicit his support for the college. During the course of their conversation, Dr. Mead spoke of the needs of the college as well as his hopes for its future. Dr. Dunning, a native of Caroline County on the Eastern Shore, evinced great interest. Within a month of this meeting, he informed Dr. Mead that he would assist in the enlargement of facilities for the teaching of the sciences. An



architect was instructed to prepare plans for the building and to submit such plans to Dr. Dunning for approval. Events moved rapidly; ground was broken in June, 1939, and the dedication of the building was held on January 16, 1940. It was ready for use by the opening of the second term, February 1, 1940.

In his report to the board for the academic year 1939-40, Dr. Mead stated that it gave him great pleasure and deep satisfaction to inform them of the tremendous influence the new facilities were having upon the life of the college. "It is safe to say that the College has reason to remember permanently and increasingly over the coming years, the great kindness of those two gentlemen who have made this possible—Dr. H. A. B. Dunning and Dr. George A. Bunting."<sup>5</sup>

### Curriculum Revision

As the experimental curriculum adopted in 1927 had not been revised since its introduction, there was a feeling among the faculty that the time had come to review the program. In March, 1934, the faculty agreed to undertake such a review in order to determine how well the requirements and departmental offerings were meeting the needs of the students. The faculty was divided into three committees, each committee being instructed to elect its own chairman. One committee was composed of the instructors in the departments of the languages, literature, and art; the second, of those in the natural sciences and mathematics; the third, in the social sciences, history, and psychology.

The president prepared a memorandum containing an outline of a procedure the committees might wish to consider in the course of their study.<sup>6</sup> He suggested that each committee examine the relation of the departments within their respective groups to the entire curriculum and to the individual. Adopting this approach, each committee could then consider those students concentrating in the field, as well as those who took only the required courses. Other points proposed for consideration were (1) minimum requirements in the field for all students; (2) requirements for students electing the field for concentration; (3) the relation of the work of the major in these departments to their minors; (4) distinctions, if any, to be made in courses and methods of instruction at introductory levels and levels of concentration; and (5) the possible values of a survey

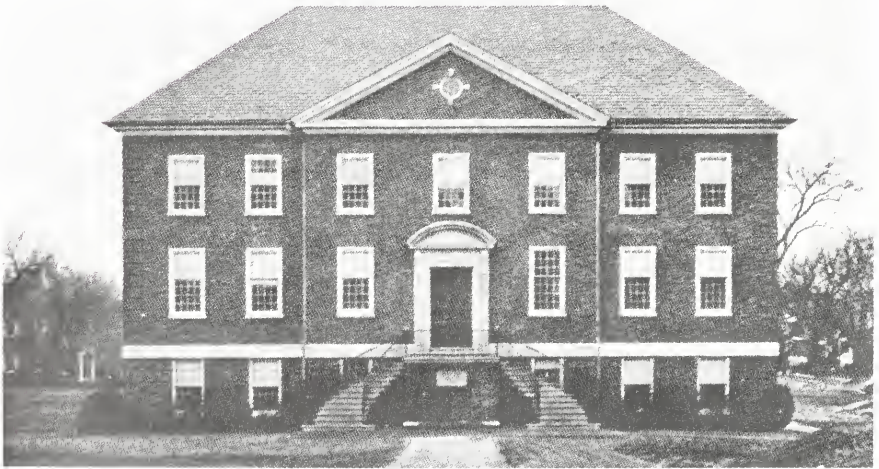
5. *Washington College Bulletin* 19, no. 2 (1941):7.

6. President's Report, December 15, 1934, p. 12.

WASHINGTON COLLEGE



READING ROOM, BUNTING LIBRARY



DR. H.A.B. DUNNING SCIENCE BUILDING, 1940

course within each group for all students, considering what its underlying idea should be and the year in which it should be given.

During the remainder of the second semester, each committee met separately, prepared its recommendations, and finally submitted its reports. These were then referred to a committee composed of the three chairmen of the review committees, whose task it was to consolidate the recommendations. The consolidated report was then presented to the faculty as a whole, who in turn referred it to the curriculum committee. As finally adopted, the principal changes were:

1. Orientation courses in sciences and "How to Study" were dropped; those in history and mathematics were retained as optional courses. History was strongly advised in order to enable the student to meet the requirement of one year of history for graduation. Mathematics was strongly urged for those students planning to major in economics.
2. Public speaking, heretofore a requirement for juniors and seniors, was made an elective.
3. The second minor was abolished. The first minor, consisting of 18 hours in the same subject, in a field closely related to the major, was combined with the major of 24 hours to be known as the major field of study. Of the 42 hours in the major field, 24 were required in the same field. The remaining 18 hours might be spread among one, two, or three subjects closely related to the major. Such electives must be approved by the student's adviser.
4. It was expected that by the end of the sophomore year the student would have completed all his requirements. This recommendation, it was felt, was in keeping with the trend of curriculum revision. Such revisions recognized two levels of work to be pursued during the four years of undergraduate work. The first two years were closely related to secondary school work and instruction. Students in the upper two years were permitted more independence in the pursuit of their major field of study.<sup>7</sup>

### Effects of the Depression

Dr. Mead assumed his duties as president of the college at a time when the nation was in the midst of a severe economic depression. Hundreds of factories were closed, unemployment had reached staggering proportions,

7. Ibid., p. 36.

many of the unemployed were roaming the streets, and people were losing confidence in the nation's economy. Several months before Dr. Mead's arrival in Chestertown, President Roosevelt had ordered all banks in the nation to close their doors. He then instructed Congress to enact emergency legislation designed to alleviate the situation. Under a measure creating the Federal Relief Administration, that agency was authorized to provide funds for the payment of wages to students for performing part-time work in their respective colleges. The purpose of this program was to keep the young men in the colleges and off the streets as unemployed workers. Washington College students participated in this program. Between February and June of 1934, students earned \$1,322.50. The following year the program was transferred to the National Youth Administration, which continued to administer its affairs until the United States entered World War II. During those years, the National Youth Administration assisted approximately fifty students at the college each year. This assistance enabled the college to maintain its enrollment during the trying years of the depression. Beginning with 1935-36, enrollment was consistently above 300, until the United States finally entered in the war.

## World War II

Dr. Mead advised, the board, in February 1942, that the Selective Service and the increased demand for labor in the defense industries were seriously affecting college enrollments. As many of the young men in the college were eligible for induction, the administration and the faculty prepared a plan to meet this emergency. A Faculty Emergency Committee, in cooperation with the Curriculum Committee and the faculty, decided to accelerate the academic program by "the shortening of vacation periods, and the consequent abbreviation of the term so as to advance graduation to May 25. This is to be followed by a summer term, opening June 8. If the war continues, and the changed program remains in force, the average student will be able to finish all his work in three years."<sup>8</sup>

## Distinguished Women Honored

While preparing for the spring 1942 commencement exercises, it was decided that the college should commemorate the fiftieth anniversary of

8. Ibid., February 21, 1942.



the founding of coeducation at Washington College. The highlight of the program was the conferring of the honorary degree upon three distinguished women; Mrs. Eleanor Roosevelt, Miss Adele France, and Mrs. Sophie Kerr Underwood.

Mrs. Roosevelt, in addition to her position as the First Lady of the land, was honored because of her national prominence as a leader in the women's movement, her interest in the proper education of women, particularly young women, and for her many humanitarian activities.

Miss France, a graduate of the class of 1900, was honored as a distinguished woman graduate of Washington College. The college conferred the Masters Degree upon her in 1902. After a considerable period of time in the field of education, she earned a Masters Degree from Teachers College, Columbia University, in 1923. She became principal of St. Mary's Seminary, where she directed that institution successfully and later saw the addition of a junior college to its program.

Mrs. Sophie Kerr Underwood was honored as a distinguished writer of novels and short stories, as well as an editor of women's magazines for many years. A native of Denton, Maryland, she attended the Women's College of Frederick (now Hood College), later completing her education at the University of Vermont. For some years she was the editor of the *Women's Home Companion*. She was the author of more than a dozen successful novels and a very large collection of short stories that appeared in the best American magazines.

### Graduation Accelerated

The summer session in 1942 was held as planned. It consisted of two five-week sessions, beginning on June 8 and running through August 15. At the close of the session, four young men, Jerome Calvert Jones, Francis Walter McNiff, Francis Hudson Mead, and William Winchester Paca, Jr., received their degrees. In each case the degree enabled the men to qualify as candidates for officer training. In addition, mid-year exercises were held in January, 1943 and 1944, for other students who had completed their requirements for graduation under the accelerated program. The summer session of 1942 was fairly well attended, but that for 1943 was a great disappointment. A survey made in the fall of 1943 indicated that the students expressed little interest in a summer school for 1944. In view of this, the faculty voted to go on record as opposing the continuation of the summer session.



### Postwar Plans Committee

In the fall of 1943 the faculty appointed a Post-War Plans Committee to consider a possible revision of the academic program. During the course of that academic year, the committee recommended the following, all of which were adopted:

1. Organization of the curriculum on a divisional basis
2. Adoption of the upper and lower level of classes
3. Publication of an outline of life career programs
4. Discontinuance of the accelerated program
5. Return to the requirement limiting the average student to a class load of 15 to 17 hours
6. Return to the practice of having only one commencement each year.<sup>9</sup>

The acceleration program and the induction of young men into the armed services were responsible for the small enrollment in the years 1943-44 and 1944-45. In those two years only 193 and 190 students, respectively, attended the college, the smallest enrollment in over a decade. Fortunately, the enrollment of women increased during those two years, as 105 and 118 were in attendance as compared with 88 and 72 men. This was the first time in the history of the college that more women were in attendance than men.

### Fraternities

Since there were not enough accommodations in Reid Hall to house all the women in attendance, the three sororities were authorized to occupy the houses formerly assigned to the fraternities. Kappa Alpha Fraternity, having lost all of its members to the services, became an inactive chapter for the duration of the war. Lambda Chi and Theta Chi were considerably reduced in membership. Those members remaining on campus were assigned meeting rooms in East and Middle halls. In the fall of 1945, discharged veterans, many of whom were fraternity men, began to return to the campus. As their numbers increased, they were permitted to re-occupy their former houses. To accommodate the women, whose number was still greater than the capacity of Reid Hall, East Hall and Middle Hall were designated as girls' dormitories. The reporter for the *Elm*, writing in

9. Faculty Minutes, April 17, 1944, p. 256.

a column entitled the Northeast Corner, on October 5, 1945, wrote: "The girls now resident in Middle Hall have a peculiar position in our history. Built in 1844 Middle Hall has never housed girls, and there is something significant in the fact that the ancient structure starts its second century of service under such auspicious circumstances."

The enrollment of 323 students for the academic year 1945-46 was approximately equal to prewar enrollment. That number included 149 male students, slightly more than a 100 percent increase in male enrollment over the previous year.

### **President Truman's Visit**

Early in the fall of 1945, Mr. Mead wrote to President Harry S. Truman inviting him to the college commencement in 1946. The response to this invitation was cordial, indicating possible acceptance, contingent upon prevailing circumstances. Dr. Mead informed the board of President Truman's favorable response; he was authorized to confer upon President Truman the honorary degree of Doctor of Laws if and when Truman should come to the college. Several days later, the faculty concurred in this action of the board.

The commencement exercises in 1946 were held on Saturday, June 1. President Truman was present, having traveled by car from Washington to Chestertown. As the motorcade passed through Centreville, Church Hill, and Chestertown, it received greetings from the people in each town. Arriving at the college, President Truman was met by U.S. Senator George Radcliffe and Governor Herbert R. O'Connor. A large assembly attended the ceremonies and greeted the president warmly.

### **Somerset House: A Hodson Memorial**

It was evident that as more veterans returned to the campus, housing would constitute a major problem. Dr. Mead, aware of the situation, held several conferences with the college architect for the purpose of preparing plans for future dormitories. These discussions resulted in the preparation of a site plan proposing the erection of a unit system of dormitories on the Triangle. It was felt that since all units in the plan were identical, each unit could be constructed as funds became available. It was estimated



HONORARY DEGREE CONFERRED ON HARRY S. TRUMAN

that the total capacity of all units, when completed, would accommodate between 225 and 250 men.<sup>10</sup>

The proposed plan was shown to the Trustees of the Hodson Trust, who had expressed an interest in the project. In November, 1945,<sup>11</sup> the president informed the board that the trustees had advanced \$50,000 toward the erection of one unit, suggesting that construction be undertaken as soon as possible. Estimates were obtained, but because of the increased costs for labor and materials, it was necessary to postpone action temporarily. In October 1948, the trustees informed Dr. Mead of their willingness to contribute an additional \$50,000 toward the construction of

10. President's Report, October 13, 1945.

11. President Mead's letter to the members of the Board of Visitors and Governors, November 12, 1945.

a unit. The president thereupon urged the board to proceed with the construction of one unit, using available college funds, if necessary, to supplement the funds provided by the Hodson Trust. He emphasized that the dormitory situation was becoming more acute each year and that immediate action was necessary. The board appointed a Building Committee to secure plans and specifications for a central unit of the first group to be erected. Construction began in the summer of 1949, and the building was occupied for the first time in 1950. It was named Somerset House, in honor of Somerset County, Colonel Hodson's home county in Maryland.

### Other Additions

Anticipating an enrollment of 125 veterans when the college opened in September, 1946, the administration filed an application with the Federal Housing Authority for an assignment of surplus army barracks. The application was denied and plans were then made to erect a frame dormitory that could house fifty men. In addition, a house-to-house canvass was made in Chestertown to determine the number of rooms that might be available for students not otherwise provided for on campus. By October, 1946, the president could report that the frame dormitory was ready for occupancy. As the building was to be occupied entirely by veterans, the building was named G. I. Hall.

Enrollment in 1946-47 was 511. As this number placed a heavy burden on existing classroom facilities, application was filed with the Federal Works Agency, Bureau of Community Facilities, requesting allocation of surplus army frame buildings for classroom use. Upon review and recommendation of the U.S. Office of Education, the college received 5,000 square feet of space consisting of two rectangular buildings, approximately 110' x 25'. These were erected by government engineers during the summer of 1947 and were ready for occupancy when the fall term opened.

In 1948 the board considered the idea of constructing a dormitory, similar in design to G. I. Hall, on a site just south of the athletic field, adjoining the Richmond property. The chairman of the Buildings and Grounds Committee, Mr. Elias W. Nuttle, was authorized to proceed with securing plans and specifications for the proposed building. The chairman of the Legal Committee, Mr. Lester Baldwin, was requested to ascertain whether or not the funds derived from the Garrett Foxwell estate might

legally be expended for this project. Mr. Baldwin later reported that the will of Garrett Foxwell stated that the fund might be expended for the erection of a " 'Dormitory', 'Library', 'Gymnasium' as L. Wethered Barroll, Esq., Trustee and the Board of Visitors and Governors of Washington College may determine will be for the greatest benefit and advantage of the College. . . ." <sup>12</sup>

Mr. Barroll having expressed approval of the project to which the funds were to be applied, the board authorized the Building Committee to proceed with the erection of the dormitory. This building was ready for occupancy at the opening of the fall session in 1949.

The Richmond property, to which reference was made above, was acquired in 1948, extending the college property line southward on the west side of College Avenue. This acquisition consisted of a house and several acres of land. The house was converted into apartments, which were made available to members of the faculty. The next year, three other houses on the west side of College Avenue were acquired, two of which were in a very bad state of repair. As these houses were directly across the street from the boiler house, it was felt that they should be acquired and removed from the premises. The previous owners, who were interested in retaining the houses, were permitted to move them to another location.

### *The Hyson-Ringgold House*

In October, 1944, Mr. Wilbur Ross Hubbard, a member of the Board of Visitors and Governors, reported that he had taken an option to purchase an old colonial home in Chestertown, known locally as the Abbey. It was his intention, he said, to convince other individuals who were interested in the preservation of colonial houses to join with him in the purchase of this property. Once acquired, he added, he intended to offer the property to the college for use as the president's house. The board indicated a willingness to accept the property as a gift, provided the house, at the time of transfer, would not require extensive renovation. The board's hesitance at this time was due to its reluctance to assume the additional expense for the maintenance and operation of the house. However, a committee was appointed to inspect the premises, and Mr. Hubbard was encouraged to continue his solicitation for funds. When the Board met

12. Board Minutes, April 9, 1949, p. 226.



the following November, it was agreed that the college would accept the house provided Mr. Hubbard succeeded in raising the funds required for its purchase as well as for needed repairs. Subsequently, the necessary funds were secured; the Abbey was acquired and completely renovated. By August, 1946, Dr. and Mrs. Mead were able to take up residency in the house, which was renamed the Hynson-Ringgold House.

The Hynson-Ringgold House was originally built in 1735 as two single houses. They were purchased in 1767 by Thomas Ringgold, a wealthy merchant living in Chestertown. Under his direction the two houses were connected by the addition of a central wing. The rooms and hallway of the front house were paneled, while in the central wing an antler-type staircase was erected. The rear house contained the old kitchen and dining area. The lot on which the dwelling was situated was extended to the waterfront, as well as to the north in the direction of High Street. A brick wall was built enclosing the garden. When completed it was considered to be one of the finest residences on the Eastern Shore. Every president of the college since Dr. Mead has occupied this beautiful house, a valuable addition to the college property.



HYNSON RINGGOLD HOUSE, THE PRESIDENT'S RESIDENCE

## Extracurricular Activities

Extracurricular activities seemed to grow in proportion to the growth of the student body. Dean Jones, in his report for 1936,<sup>13</sup> wrote that a survey conducted by the Student Council disclosed thirty extracurricular activities flourishing on campus. These included departmental clubs; social, athletic and administrative organizations; publications; a glee club, an orchestra, and dramatics groups, to name a few. Each organization, when asked to justify its existence, replied that it provided an activity requested by a segment of the student body. Each year, the dean expressed his concern over the existence of so many activities, because they tended to interfere with the students' concentration on their academic work.

### *The Student Council*

The Student Council functioned effectively until the 1940s. During the war period, the council was subjected to severe criticism on the ground that it was not truly representative of the student body. During this period women constituted a very large portion of the student body, yet they were not permitted to elect representatives of their own to the council. In November, 1944, a declaration was presented to the faculty stating that for the duration of the war the student government would be suspended. To replace the Student Council, a new council was proposed to which women were eligible for election. The honor pledge was to be suspended and all examinations were to be supervised by a member of the faculty and a student appointed by the new council. As veterans returned to the campus, there was even less desire to return to the old student government. Several attempts were made to rewrite the constitution for student government, but without success. Veterans entering college as freshmen were reluctant to observe freshmen rules. Consequently those rules, with their accompanying rat hats, or beanies, were abandoned, never to be revived. In response to student requests, the board authorized the establishment of a snack bar in the basement of William Smith Hall. This became an active student center for several years, before it was moved to a more desirable location.

13. President's Report, October 10, 1936, p. 26.

*Athletics*

Under the direction of J. Thomas Kibler, Director of Athletics, the athletic teams representing the college were relatively successful in inter-collegiate competition. The baseball and basketball teams were under the expert guidance of Kibler and enjoyed winning seasons. The football teams, under the direction of George Ekaitis, showed marked improvement. The 1935 football team earned the distinction of being the only football team to enjoy an undefeated season. Ekaitis also directed the track squad, which enjoyed a number of successful seasons. While he coached track, he had such capable performers as Gibby Young, an extremely fast dash man; Ted Norris, a capable man in field events, particularly the javelin throw; Ed McMahon, a strong runner in the distance races; and Tut Tulley, a strong hurdles runner.

Lacrosse, which had been added to the athletic program in 1929, was dropped in 1935 because of the lack of an adequate number of male students to field all of the spring sports. The sport was revived after the war, when a group of interested young men decided to form a lacrosse club. They induced Dr. Charles B. Clark, dean of men, to act as their coach. Under his leadership and direction, the lacrosse club had several successful seasons, which led to the addition of that sport to the college intercollegiate program as a major sport. Since that time, lacrosse has been the most successful representative of the college in intercollegiate competition.

**Deaths of Dr. Mead and Chairman Brown**

Dr. Mead had been president of Washington College for sixteen years, less three months, when he died. During those years enrollment had doubled, important additions were made to the physical plant, and the reputation of the college in academic circles had been greatly enhanced. Mead successfully guided the institution through the depression years and World War II. His achievements during his latter years were particularly notable in the light of his poor health. He exerted maximum effort to secure the facilities needed to accommodate the growing student body following the war. At the time of his death, there was every indication that the future of the college would be even brighter than its past. Circumstances, however, prevented Mead from realizing that future, for while planning the construction of Somerset House, his illness became more

serious. He died March 25, 1949, and his body was interred in St. Paul's Church Yard, Kent County. Mead's successes as a builder serve as a reminder of his contributions to the growth of Washington College.

The following year, on May 19, 1950, Hiram S. Brown, chairman of the Board of Visitors and Governors, died. A native of Kent County, Maryland, he had obtained his undergraduate education at the college, graduating in 1900. He then left his native county to pursue his career in the metropolitan area of New York, where he became a successful businessman. His success did not, however, dampen his love for his home or his alma mater. In 1921, he became interested in a movement to revise the charter of the college. When the Board of Visitors and Governors met after the charter had been amended in 1922, he was elected to be the first chairman of the board. He continued as chairman until his death. On several occasions during this period, he submitted his resignation, only to have his colleagues refuse to accept it. Under his leadership the college made considerable progress. Assuming the chairmanship at a time when the financial resources of the college were extremely limited, he was chiefly responsible for stabilizing its fiscal operations. It was as "watch dog" of the institution's finances that his contributions were particularly important. His death was a great loss to the college.



J. THOMAS KIBLER, ATHLETIC DIRECTOR, 1911-72



# BENEFICENCE AND GROWTH



FOOTBALL TEAM, 1935

*Front row (left to right):* Greims, Jones, Lord, Baker, Dwyer, Ward, Brandt, Huffman, Nicholson; *second row:* Foley, B. Vandervort, Salter, Barry, Evans, Saylor, Young, Tignor, Anderson; *third row:* McDorman, Towner, Pratt, Briggs, Kilby, Panowicz, Wilmot, Van Newkirk, Davis; *fourth row:* Bilancioni, C. Vandervort, Mygatt, Skipp, Shorb, Blevin, White; *back row:* Casteel, Rhodes, Taylor



LACROSSE TEAM, 1930



Following the death of Dr. Mead, the board appointed dean Livingood acting president. Frederick G. Livingood, a native of Pennsylvania, was graduated from the State Normal School at Slippery Rock. He taught in the elementary schools at Washington, Pennsylvania, for five years, and for three of these years served as principal. During World War I he served as "Y" secretary at Camp Eustis, Virginia. In 1922, he entered the graduate school at Harvard, earning the degree of Master of Education in 1923. Two years later, in June, 1925, he was awarded the degree of Doctor of Education. The following September, he was invited to become chairman of the Education Department at Washington College. In June, 1940, upon the resignation of Dean J. S. William Jones, he was made dean of the college.

In agreeing to accept the position as acting president, Dean Livingood informed the board that he did not wish to be considered as a candidate for the presidency of the college. As acting president, he carried through to successful conclusion the several programs initiated during the tenure of Dr. Mead. He was relieved of his duties as acting president when the board elected Daniel Zachary Gibson president of Washington College in June, 1950.

## The Gibson Years: 1950-1970

The committee appointed to select a candidate to succeed Dr. Mead recommended Daniel Zachary Gibson. Dr. Gibson was born in Middlesboro, Kentucky, on January 26, 1908. He received his early education in that community and later attended Kentucky Wesleyan College, receiving the Bachelor of Arts degree in June, 1929. Following his graduation, he was associated with Stout Air Lines at Detroit for a year before entering graduate school at the University of Cincinnati to continue advanced studies in English. After receiving the Master of Arts degree in 1931, he taught English composition and literature at the Cincinnati Conservatory of Music until 1940, except when he was on leave to continue his studies toward the doctorate, which the University of Cincinnati conferred upon him in June, 1939. From September of 1940 until May of 1943 he was a member of the English Department at The Citadel in Charleston, South Carolina, leaving there to accept a commission in the United States Naval Reserve. He served as Executive Officer for the Naval Training Unit at Franklin and Marshall College, where he remained until the end of the war. Upon receiving his discharge from the navy, he was invited to return to Franklin and Marshall, where he later became dean of the college.

Dr. Gibson married Helen Schaefer in 1936. The Gibsons have three children, Daniel D., Mary Laurent Nichols, and Helen Clark.

On June 3, 1950, the board elected Dr. Gibson president of Washington College. While the board was conducting this election, the Gibsons were in another part of the same building. When the result was determined, they were invited to come into the board room in order to meet the members of the board. Following the formalities of introduction, the new president was invited to remain as the board continued with the order of the business of the day.



DANIEL Z. GIBSON, PH.D., PRESIDENT, 1950-70

### **Inauguration of President Gibson**

Dr. Gibson was inaugurated as the twentieth president of Washington College on October 27, 1951. Delegates representing approximately 135 colleges and universities were present for the occasion. The date selected coincided with Homecoming Weekend, making it possible for many alumni and friends of the college to meet the new president. Mr. Felix Morley, noted author and educator, former president of Haverford College, was the guest speaker. The formal inauguration of Dr. Gibson was only the third in the long history of the college.

### **Committee on Future Policy**

During the course of the meeting of the board on June 3, 1950, one item considered was the appointment of a committee to comply with a resolution passed by the board on April 1, 1950.

Inasmuch as the time seems appropriate, be it resolved that the Chairman appoint a committee to formulate for Board consideration at the June meeting

a statement of policy-aims and objectives, maximum enrollment, curriculum and other matters including a revision of the By-Laws of the Board of Visitors and Governors, to bring the latter up-to-date.

Colonel Hiram S. Brown, chairman of the board at the time the resolution was adopted, died before the committee called for by that resolution had been appointed. Mr. Lester Baldwin, as the new chairman of the board, appointed Dr. Gibson to fill that office.

As chairman of the committee to formulate the future policy of the college, President Gibson was faced with several problems. Adequate housing for all students required serious consideration. The previous administration had made some progress toward alleviating the situation for men, if only temporarily, but very little had been accomplished for women. Female students in excess of the capacity of Reid Hall were housed in East Hall, a dormitory previously reserved for men. It was not intended that East Hall should continue as a women's dormitory, but during Dr. Gibson's early years, it was necessary to continue to place girls in that building.

A second problem confronting the new president concerned the dining facilities. As the college was a boarding institution, students were required to live in the dormitories and to patronize the college dining hall. The dining facilities were adequate for the resident students, but as the number increased beyond 240, which was the seating capacity of the dining hall, students had to be served in shifts. Although this arrangement was not satisfactory, it was continued because of a reluctance to convert to a cafeteria form of service.

Increased enrollment also placed a burden on Cain Gymnasium. Built in 1913, it had been considered one of the finest in Maryland, capable of providing adequate space for the activities of the young men of that time. By 1950, as enrollment of both sexes increased, scheduling activities for men and women in this building became very difficult. For many years intercollegiate basketball games were played in Cain Gymnasium, but as the game grew in popularity it became apparent that a larger facility with greater seating potential would have to be found. The search for this facility led to the use of the Chestertown Armory for home basketball games. Later the games were moved to the Chestertown High School gymnasium, which was situated closer to the campus and was thus more convenient for students attending the games.

In his first formal meeting with the faculty, the president, in an address entitled "What We Are and What We Should Be," indicated the general outlines of his plans for the future of the college:

We need a better faculty salary scale, a more satisfactory tenure plan, greater participation of the faculty in the formulation of academic policies, increased classroom and office space, a vital well-equipped department of music and art, a more equitable proportion of boys to girls in the student body, a thorough study of our curriculum with a view to clear demarcation of the lower and upper levels with the possible institution of terminal courses in the first two years and of divisional courses in the general curriculum.<sup>1</sup>

### Need for a Women's Dormitory

Meeting with the Board of Visitors and Governors the next month,<sup>2</sup> President Gibson expressed the opinion that the first step in any projected building program should be the erection of a women's dormitory. Without such a facility, he warned, the college would be less attractive to young women who were planning to pursue higher education. He cited the low birth rate of the thirties, which was beginning to have an effect on college enrollments, as well as the prospect of losing many young men to Selective Service.<sup>3</sup> He urged that a greater effort be made to encourage young women to attend the college. A continued increase in female enrollment would provide additional income and, more importantly, would result in a more equitable ratio of women to men in the student body. The president, while acknowledging the lack of adequate funds to proceed with a building program, suggested that a survey be conducted to determine the feasibility of a fund-raising campaign for that purpose.

### Committee on Buildings and Grounds' Report

The following April, Elias W. Nuttle, chairman of the Buildings and Grounds Committee, submitted a report describing the physical condition of each building on the campus. This report expressed serious concern about conditions in the three old dormitories. West Hall in particular, which was unoccupied because it was in such state of disrepair, was the committee's immediate concern. Middle and East halls, although occupied, were in need of extensive interior renovation. Mr. Nuttle informed the board that his committee would continue their study of the dormitories and would prepare a program for their renovation. He assured the board that cost estimates would be included in their recommendations. By May 31, 1952, the board awarded a contract for the complete renovation

1. Faculty Minutes, September 18, 1950.

2. Board Minutes, October 28, 1950.

3. Influence of the Korean War.



of the interior of West Hall. Work began immediately and was completed by January 4, 1953.

### Campaign for Funds

During the course of the board meeting on October 27, 1951, Avery W. Hall urged that the board give serious consideration to the possibility of conducting a fund-raising campaign for the purpose of constructing a women's dormitory. The chairman of the board appointed a committee to study Mr. Hall's suggestion, with instructions to be prepared to report at the next meeting. When the board met on December 8, 1951, John H. Hessey, who had been appointed chairman of the committee, submitted a report that pointed to two pressing needs: a new women's dormitory, which the committee recommended be constructed south of Reid Hall; and the complete renovation of East, Middle, and West halls. The report also recommended that Marts and Lundy, a New York firm, be authorized to determine the possibility of conducting a successful fund-raising campaign. It recommended that an architect be engaged to prepare a sketch of the proposed dormitory with the necessary estimates of probable cost. These recommendations were approved, and by April 5, 1952, Marts and Lundy distributed their findings. This was followed by a special meeting of the board on May 3, at which time the committee recommended that the college proceed with the fund-raising campaign.

In the meantime, the administration had prepared an expansion program to extend over the next ten to twelve years. The goals established under this program included

Physical Needs <sup>4</sup>			
Women's Dormitory	\$400,000		
Renovation of Middle Hall	95,000		
Renovation of East Hall	65,000		
Enlargement of Hodson Hall	110,000		
2 Wings to Somerset House	180,000		
Field House	300,000		
Student Center	300,000	\$1,450,000	
Endowment Needs			
Faculty Salaries	\$500,000		
Scholarships	200,000		
Income for Operating costs	300,000	\$1,000,000	
		\$2,450,000	

4. West Hall was not included in this program as the board had previously authorized the renovation of that building.

## Visit of President Eisenhower

The commencement exercises of 1954 attracted national attention because of the visit of Dwight D. Eisenhower, president of the United States, upon whom the honorary degree of Doctor of Laws was conferred. He was the third consecutive president to receive an honorary degree from Washington College.

President Eisenhower's party arrived at Dover Air Force Base and traveled by car to Chestertown. Governor Theodore R. McKeldin of Maryland accompanied the president's party upon joining them at the Maryland-Delaware border. Crossing the Chester River bridge, the party proceeded along Maple Avenue to the college. As they traveled along the streets of Chestertown, they were greeted by the many spectators who were on hand to get a view of the president. It was estimated that 4,500 to 5,000 persons attended the exercises.

Governor McKeldin welcomed the president, and Dr. Gibson delivered the principal address, later conferring the honorary degree. President Eisenhower responded with appropriate remarks. The president's stay in Chestertown was brief, as his schedule called for his immediate return to Washington.

## Building Projects

The year 1954 marked the beginning of several building projects. In February, plans for the new Women's Dormitory were approved, bids were issued, and construction begun. The contract called for completion by September, 1955, in time for occupancy at the opening of that academic year. Several years later, when registration of women indicated that additional rooms would be needed to accommodate the anticipated increase in female enrollment, the board authorized the completion of the fourth floor of the new building.<sup>5</sup>

Writing in the *Washington College Bulletin* for April, 1954, President Gibson informed his readers that the Maryland General Assembly had recently appropriated \$250,000, which would enable the college to proceed with the erection of a new field house. The building was completed and was dedicated on October 20, 1956, as the Frank Russell Gymnasium.

5. The new women's dormitory was named Minta Martin Hall in memory of the mother of Glenn L. Martin, the airplane manufacturer.



HONORARY DEGREE CONFERRED ON DWIGHT D. EISENHOWER

In 1954, preliminary plans were prepared for the enlargement of the Hodson Hall kitchen. These were submitted to the Hodson Trust for their review and possible interest. In June, the trust granted the college \$75,000 to be applied to the project, accompanied by an expression of continuing interest in its completion. The architect was instructed to proceed with the final plans, which were completed by April, 1955. Work on the expansion of the kitchen began almost immediately, but, unfortunately, a strike by the workmen of the kitchen equipment contractor delayed completion of the project until January, 1956. The trust also provided funds for the redecoration of the dining room and foyer, both of which were done in colonial decor.

In February, 1954, the president informed the board that a preliminary application had been filed with the Housing and Home Finance Agency of the federal government for a loan for the erection of a wing to Somerset House and for the interior renovation of Middle and East halls. Following

WASHINGTON COLLEGE



MINTA MARTIN DORMITORY FOR WOMEN



SEVERAL TRUSTEES OF THE HODSON TRUST VISIT THE CAMPUS

*Left to right:* Daniel Z. Gibson, president of Washington College; Thomas Cullen, trustee; Everett Felter, trustee; Mrs. James N. Hynson; James McGrath, trustee; De Witt J. Paul, trustee; Clifton M. Miller, chairman, Board of Visitors and Governors of Washington College



approval of this application by HHFA early in 1956, construction was begun. Upon its completion at the end of that year, work proceeded on Middle and East halls, so that by the fall of 1957, those two buildings were ready for occupancy. A second application was then filed with HHFA requesting a loan to enable the college to erect a dormitory to house 120 men and to complete the renovation of Reid Hall. Following a review by the agency of the plans of the project, the application was revised requesting a loan sufficient to erect an additional wing to Somerset House and to renovate the interior of Reid Hall. While the work in Reid Hall was in progress, the girls who were to occupy this building were assigned rooms in G. I. Hall. The men usually assigned to this building were placed in other quarters or were asked to find rooms in Chestertown. In addition, a dwelling at the foot of the campus was purchased to provide rooms for approximately ten women of the senior class.<sup>6</sup>

## Administration

### *Alumni Affairs*

President Gibson was interested not only in the physical development of the college but also in the improvement of the curriculum, the administrative organization of the college, faculty salaries, and student admissions.

His first recommendation, directed to administrative reorganization, concerned alumni relations. The Alumni Association, organized in 1888, had always been a voluntary association of former students who were interested in their alma mater and who wished to continue their association with the college. There was no official bond with the college, but only this individual attachment. When the college charter was amended in 1921, alumni had been authorized to elect twelve members to the Board of Visitors and Governors. Officers of the association were elected at the annual Alumni Dinner held in June. Dean Jones, who for many years had served as secretary of the association, was chiefly responsible for maintaining the interest of the alumni in the association. Members were assessed annual dues of two dollars, which, unfortunately, only a small proportion of the alumni paid. Consequently, the association treasury rarely had sufficient funds to meet its limited program. Dr. Jones, as secretary, received no salary, nor did his secretary, Miss Mattie Whitaker. As funds

6. This was the dwelling formerly occupied by Mrs. Ida Crow.



were needed, Dean Jones called upon certain reliable contributors to meet a particular situation, but an appeal of this sort could be made only occasionally.

President Gibson believed that it was important for the college to have the support of a strong, active alumni association, and, to establish and maintain such a relationship, it was necessary that the college employ a person whose efforts would be directed to keeping the alumni informed about the college and interested in its well-being. He expressed his views to the board in April, 1951, and was authorized to seek and appoint a qualified person to fill this office. Later that year, F. Spencer Robinson, a former student who had gained experience in public relations, was appointed director of alumni affairs. With his appointment, more active programs for alumni chapters were introduced. These aided in arousing the interest of the alumni in general. As this interest continued to grow, the Alumni Office introduced the Annual Giving Program, which has continued to provide considerable assistance to the college.

### *Board Membership Increased*

A resolution, prepared by the Executive Council of the Alumni Association, was presented to the board in June, 1952, proposing that the charter be amended to alter the method of electing members to the board. Under the charter, the alumni were required to elect one member from each county on the Eastern Shore. The Executive Council thought that this placed a restriction on the choice of candidates for election. They therefore proposed that the residency restriction be removed. A committee was appointed to meet with the Executive Council of the Alumni Association to discuss the proposed change and to prepare a recommendation to be considered by the board. After considering the proposed recommendation, the board voted to request that the Maryland General Assembly approve the following amendment to the charter:

That the Visitors and Governors shall be authorized to elect not more than 12 members of their body, additional to the present 25 members. These additional members shall be chosen without regard to their place of residence. The terms of those so elected shall be for 6 years, and shall be staggered so that the terms of two expire in June each year.

The General Assembly approved this amendment, which became effective June 1, 1953. In his message to the alumni,<sup>7</sup> the president explained

7. *Washington College Bulletin* 6, no. 4 (1952):5.

that the amendment was designed to accomplish several things: (1) it would enable the board to elect highly qualified persons regardless of residence—a fact of great importance in the effort to extend the scope of influence of the college; (2) it would give the board the power of self-perpetuation for one-third of its members who might not be reelected by the alumni nor reappointed by the governor; and (3) it would accomplish these ends without disturbing the present membership of the board or the present method of selecting its members.

In March, 1964, the charter was amended, removing the residency restriction for board membership. In May, 1971, the board adopted a resolution prescribing that alumni-elected trustees must be alumni of the college and might serve only one term of six years. Upon the expiration of that period, a member could not succeed himself, but had to wait a minimum of two years before being eligible for reelection.

### *Miscellaneous Recommendations*

Upon the recommendation of the president, on April 7, 1951, the board approved the statement on Academic Freedom adopted by the American Association of University Professors and the Association of American Colleges. It also established ten out-of-state scholarships to be granted in designated areas outside Maryland. In addition, a new faculty salary scale was approved, specifying that faculty salaries be determined by rank rather than by the highest academic degree held by an individual, and the rank of associate professor was established within the faculty.

Heretofore, in the recruitment of new students, the college had limited its active campaign to the spring and summer months. The campaign was usually conducted by students or a member of the faculty on a part-time basis. The president requested authority to employ a person full time as a field representative.<sup>8</sup> He emphasized the importance of such an appointment if the college was to realize normal registration in September, 1952. The board approved the request, and the president appointed a field representative, designating him the assistant director of admissions.

Upon opening the campaign to raise funds for the new women's dormitory, the board came face to face with the fact that the college had neglected to adequately promote its public image. It possessed an excellent reputation as an educational institution, but, lacking a public relations officer, knowledge of its fine qualities was limited to a relatively small

8. January 26, 1952.

area. To correct this deficiency, as well as to publicize the fund-raising campaign, the board, in 1953, created the office of director of public relations.

The president and the faculty were interested in improving and strengthening the admissions program. Reporting to the board on October 22, 1955, the president wrote that it was the goal of the administration to make Washington College one of the finest small colleges, academically, on the Eastern Seaboard. To achieve this goal, two primary conditions were necessary: a first-rate faculty and a first-rate student body. The faculty, he wrote, had been improved and would continue to be improved. As to future students seeking admission, they would be required to demonstrate (1) high scholastic achievement, based largely on their secondary school record and on college entrance examination; and (2) the solidity and vigor of their character as determined by the recommendation of the secondary school principal or guidance counsellor. In addition they would be given personal interviews by alumni and members of the staff. He promised that "as the pressure for enrollment in Washington College increases we shall gradually heighten our scholastic standards and the care with which we weigh the candidate's character and aptitude."<sup>9</sup>

### Review of the Curriculum

As early as 1954 President Gibson suggested that a review of the curriculum be undertaken. Several years of study and discussion resulted in a recommendation that the quarter system be adopted. This recommendation was rejected by the faculty. Finally the Academic Council appointed a subcommittee to prepare a proposal for submission to the faculty for their consideration. The proposal as submitted charged that the existing curricular program placed undue emphasis on mechanical credit counting, did not regulate the courses and hours a student was permitted to take in a semester, and used the faculty's time in an unbusinesslike manner.<sup>10</sup>

The report charged that the overriding interest of students was the semester credit earned, causing them to look upon credits and education as synonymous. That the semester credit was the standard of academic measurement throughout the country, except for a few colleges in the East, was readily admitted. However, the committee denied that it was

9. Board Minutes.

10. This proposal was designated Proposal B.

necessarily the best measurement of one's education. It was recommended that the semester credit be replaced by a course credit, and that all students be required to pursue the same number of units of work during a semester, consisting of four regular courses and an academic exercise called a "rider," a non credit required course, such as remedial reading in the freshman class, speech in the sophomore class. The juniors were required to prepare a bibliography, in consultation with their advisers, for the senior thesis. The seniors were required to prepare and submit their theses to the faculty.

### *The "Four-Course Plan"*

The proposal was subjected to discussion and debate at faculty meetings extending over an academic year. Finally, on April 14, 1958, a report, embodying all of the modifications and revisions adopted by the faculty during the course of their deliberations, was presented for approval. The program, as adopted, provided for a modified four-course plan based on the theory that depth is more important than variety in the intellectual experience of a college education. The new program was designed to simplify the mechanical operation of the curriculum, allow more effective use of the faculty's time, and encourage the student to exercise greater responsibility in educating himself. Approved by the faculty and the board, the new academic program became effective with the opening of the 1959-60 academic year. The catalog announcing the new program stated that it was based upon the complementary principles of depth and breadth of study, as well as the related principle of individual responsibility. The academic program for a semester consisted of four courses plus a prescribed subordinate study. To be recommended for the bachelor's degree, a candidate must have passed 30 semester courses out of 32 taken, and have received a grade of C or higher in 20 courses.

### **Anniversary Observance**

The 175th anniversary of the founding of Washington College was observed in 1957 with exercises extending over a period of four days, October 17-20. The program was concluded on Sunday with the Anniversary Convocation. Many were present for the exercises, including 120 delegates from American colleges, universities, learned societies, and associations, as well as alumni and friends of the college. The convocation on Sunday began with an academic procession, which assembled at Dunning Science

Building and marched to the area on the terrace below the three old dormitories, where the services were held. Immediately preceding the opening of the convocation, dedication of the Lee Lawrie statue of George Washington, a gift to the college by the noted sculptor, was held. To unveil the statue, Miss Hannah Fairfax Washington, a direct descendent of the Washington family, was present.

Following the invocation by Rt. Rev. Nobel C. Powell of the Episcopal Diocese of Maryland, President Gibson extended a warm welcome to the assembly. He was followed by greetings from His Excellency, Theodore R. McKeldin, governor of Maryland. President Theodore Distler of Franklin and Marshall College delivered the address for the occasion.

### Dunning Hall Enlarged

In the later 1950s, knowledgeable people in the field of college enrollments were predicting that the national college population would grow rapidly in the very near future. Anticipating that the college would be effected by this general trend, the president requested the dean and the registrar to conduct a survey of the physical facilities for instruction, to determine their adequacy should there be a significant increase in the student body. They reported that the science departments lacked the necessary space for expansion of services. In 1958, President Gibson met with Dr. H. A. B. Dunning to discuss the possibility of enlarging Dunning Science Hall. Dr. Dunning was sympathetic, and agreed to provide limited financial assistance. Later the Maryland General Assembly voted to grant the sum of \$150,000 for the expansion of Dunning Science Hall, provided the college could raise a matching grant or grants of an equivalent amount. The Longwood Foundation of Wilmington, Delaware, awarded the college the matching grant of \$150,000. To these sums Dr. Dunning contributed \$10,000. Construction on the expansion began in August, 1960, and was completed in time for the opening of the 1961-62 academic year. The two new wings, each 42' x 36' and three stories high, provided laboratories and offices for the chemistry, biology, and physics departments.

### Enrollment

In an address before the Development Council, President Gibson outlined the advantages and disadvantages that might be expected should the board authorize an increase in the student body from 500 to 750. His



remarks led to considerable discussion, which was terminated when the council agreed to prepare and submit to the board a resolution pledging the complete and wholehearted support of the council should the board authorize the increase in enrollment to 750 students. The next day—March 25, 1961—the board approved the resolution, and John H. Hessey, chairman of the board, instructed the various committees to proceed with the preparation of a program to meet the needs an expanded student body would require. In a press release dated March 27, 1961, Mr. Hessey announced that

Washington College wants to be in a position to play its full part in taking care of the increasing college population, which all surveys indicate will double in the next decade. Based on preliminary study, it appears the proposed enrollment increase can be made without altering the “small college” status we have so long taken pride in maintaining.

The following June, the committees submitted their reports, which were fully discussed at the board meeting. Following the discussion, the Development Committee was instructed to proceed with plans for the expansion of the physical facilities of the college. The Development Council, meeting on October 21, 1961, announced plans to conduct a \$6-million campaign over the next ten years. Clifton M. Miller, chairman of the Development Committee, stated that the campaign was designed to provide those academic and physical needs required for an expanded student body. Under the proposed plans, one-half of the funds raised would be applied to satisfy physical needs and the other half to provide for faculty and administrative personnel, salary increases, student aid, and endowment. Plans for physical expansion included a women’s dormitory and a men’s dormitory, each to be built in two units, the second of which was to be added near the end of the ten-year period. When completed, the women’s dormitory would accommodate 136 students and a college infirmary; the men’s dormitory would provide space for 150 students. Additions to Hodson Hall, Bunting Library, William Smith Hall, and Russell Gymnasium and the erection of a fine arts building and modern maintenance shops were also included in the plans for physical expansion.

### The Heritage Campaign

Mr. Miller, chairman of the Development Committee, announced that a Heritage Campaign for Educational Advancement and Service, extending over a ten-year period, would be undertaken. The campaign was

officially opened on June 1, 1963, with appropriate ceremonies. Beginning with the laying of a wreath at the foot of the George Washington statue, the senior class and a representative of the Society of Cincinnati participating, the events included a ground-breaking ceremony for the erection of a wing to Hodson Hall, Mrs. Clarence Hodson serving as the honored participant, followed by a keynote address delivered by Hon. Arthur Hobson Dean, former United States Chief of Negotiations at the Geneva Disarmament Conference.

By June 13, 1963, preparations were under way for construction of the addition to Hodson Hall and the two dormitories. All three buildings were completed on schedule, being ready for occupancy by the opening of the 1964-65 academic year.

The addition to Hodson Hall was made possible through the benefaction of the Hodson Trust. The building, which had formerly housed a dining hall, a modest lounge, and snack bar facilities, was enlarged by the addition of a new dining room, large lounge, new snack bar, modern book store, and 5,300 square feet of basement area, which was later improved to provide facilities for student activities, making Hodson Hall a complete student union facility.

During the summer of 1964 a contract for the construction of a new maintenance building was approved, providing space for administrative offices and shops for painting, carpentry, and electrical and mechanical work. In addition, the heating plant was modernized, the plant building enlarged, and heating lines extended, in anticipation of the day when all buildings would be heated by the central plant.

As a site for the projected Fine Arts Building, in August, 1965, the Development Committee selected the athletic field, which it proposed moving to the westernmost section of the field, where a new all-weather rubberized asphalt running tract was installed. The area enclosed by the track was to be reserved for the lacrosse and soccer teams. A new baseball field was laid out just north of the new track. Simultaneously with the improvement of the athletic facilities, work on remodeling the Crow House for use as the Alumni House was progressing.<sup>11</sup> Foxwell Hall, which had previously been used as a men's dormitory, had been converted for use by the psychology department.

Preregistration figures for 1965-66 indicated a strong possibility that the number of girls planning to enter Washington College in the fall would exceed the capacity of the women's dormitories. This report led the

11. See p. 243.



HODSON HALL ENLARGED



CLIFTON M. MILLER, CHAIRMAN, BOARD OF  
VISITORS AND GOVERNORS, 1963-67

board to proceed with plans for the construction of the addition to the new women's dormitory in advance of the original schedule. To accommodate the anticipated overflow, West Hall was made available as a temporary measure. The men usually assigned to this building were placed in other quarters. Bids for the construction of the addition, as well as for the Fine Arts Building, were reviewed and accepted in August, 1965. The completion of the dormitory addition was scheduled for September, 1966, but unfortunately was delayed by complications. It was not until the students returned following the Christmas holidays that the new wing, named Caroline House, was ready for occupancy. The opening of the 1966-67 academic year saw male enrollment increase to such an extent that it became necessary to use West Hall as a men's dormitory. To find quarters for the women, pending the completion of the new wing, a house located on the west side of College Avenue was purchased, and a house previously occupied by a member of the faculty was made available.

### The Fine Arts Center

After several delays the Fine Arts Center was completed in October, 1967. The building contains a 600-seat auditorium theater, including the most up-to-date equipment. The theater facilities include a fully equipped stage, work shop, and costume rooms, dressing facilities for forty students, and a private room for guest performers. A programmed control board provides lighting for ten present scenes and an unlimited number of scene changes during a performance. The music department has especially designed rooms for practice and listening. There are four individual practice rooms for piano and two large classrooms, one of which serves as a group practice room. Stereo receivers and phonographs have been placed in listening rooms.

With the new facilities and recent additions to the faculty, the Washington College curriculum was broadened to include major fields of study in drama and music and practical courses in art, as a beginning in that field.

At a meeting of the board on March 17, 1967, President Gibson announced plans for setting aside the weekends of November 3-4 and 10-11 for the dedication of the Fine Arts Center. He reported that the theater was to be named the Millard Tawes Theatre, in honor of the former Governor of Maryland, who had been a member of the board for seventeen years.

The center was opened to the public on November 2, 1967, when the



## THE GIBSON YEARS: 1950-1970

Washington College Players presented the musical satire "Oh! What a Lovely War," in the theater, at 8:30 P.M. The play was produced on the two following evenings. Convocation services were held on Saturday, November 4, at 2:30 P.M., with Douglas Seale, Director of Baltimore's Center Stage, delivering the principal address. This was followed by the conferring of the honorary degree of Doctor of Fine Arts upon Douglas Seale, and the honorary degree of Music upon Paul Calloway, organist and choirmaster at the Washington National Cathedral. The next week Eugene Istomin, noted pianist, performed on Friday and Saturday evenings at 8:30 P.M.

When the board met on January 24, 1970, Mr. Nuttle, chairman of the Buildings and Grounds Committee, recommended that the Fine Arts Center be named the Daniel Z. Gibson Fine Arts Center. The recommendation was unanimously approved.



DANIEL Z. GIBSON FINE ARTS CENTER



## Progress of Construction

The remaining objectives of the Heritage Program included a \$1.3 million library, an art wing to the Fine Arts Center, a women's gymnasium, a swimming pool, one additional dormitory for men, conversion of Bunting Library to a central administration building, renovation of William Smith Hall, three additional faculty chairs, and \$500,000 for endowed scholarships.

In the discussion relative to a site for the new library, it was proposed to erect that building on the ground where Cain Gymnasium was standing and to move Cain to the vicinity of Russell Gymnasium. This proposal was given serious consideration by the Buildings and Grounds Committee, who wished to avoid the necessity of constructing a new building to provide athletic facilities for women. When it was found impracticable to move Cain Gymnasium, it was demolished, and plans were prepared for the construction of a new facility.

Bids for the gymnasium were opened on September 14, 1967, with three contractors participating in the bidding. After reviewing the bids, the Buildings and Grounds Committee decided to reject all bids and postpone action for a year, by which time the plans for the library would be ready for submission. The committee felt that the two projects could be submitted together for bids at the same time, with the prospect of more favorable quotations than would be possible if they were submitted separately.

During the following months the architect proceeded with the preparation of plans for the new library, which were finally presented to the Buildings and Grounds Committee in the latter part of August, 1968. During the interval between the time when the bids for the gymnasium were rejected and the completion of the plans for the library, the Buildings and Grounds Committee issued invitation to contractors to submit bids on the gymnasium project. The response to this invitation led to the acceptance of a bid on August 5, 1968. This was followed by the acceptance of a bid for the construction of the library on September 19, 1968.

Both bids were in excess of the amount authorized by the board, which necessitated a possible delay until the next board meeting. The committee, seeking to move forward, appealed to the Executive Committee of the board to approve the expenditure of the additional funds. The Executive Committee gave its approval,<sup>12</sup> at the same time preparing a resolution

12. Article II, sec. 4 of the College Bylaws reads that "the Executive Committee shall have general charge of the administration of affairs of the College when the Board

requesting the full board to endorse the committee's action. When the board met for its quarterly meeting, it approved the resolution as presented.<sup>13</sup> That afternoon, ground-breaking ceremonies for the new library were held.

Construction of the women's gymnasium began in early October, 1968. The original plans for the new facility included a swimming pool, but due to insufficient funds, the pool was not completed. The Buildings and Grounds Committee instructed the contractor to proceed with the excavation of the proposed site in anticipation that funds would be available at a future date to complete the pool. The new gymnasium was ready in November, 1969, at which time the athletic complex was dedicated the Cain Athletic Center.

That same month the contractor began work on the library, which was scheduled for completion by the spring of 1970. Plans for the new building provided space to shelve 165,000 books and accommodate 300 readers with the possibility for expansion for an additional 100,000 books and 100 readers. Shelves for general reference materials, periodicals, and reserve books were placed on the entrance level, while the major portion of the general collection and reading areas were on the lower and upper levels. All collections were to be placed on open stacks. Progress on construction was delayed because necessary materials failed to arrive as scheduled. It was not until November, 1970, following a preliminary inspection, that the Buildings and Grounds Committee accepted the building, subject to correction of items placed on a punch list. These were reviewed when final inspection was made. By February, 1971, the Buildings and Grounds Committee proudly reported that faculty and students were enjoying the new Clifton M. Miller Library.<sup>14</sup>

The program projected by the Development Committee proposed that, upon completion of the new library, Bunting building be renovated for use by other services. Anticipating the opening of the Clifton M. Miller Library, a planning committee composed of members of the board and faculty recommended that the interior of Bunting be remodeled for effective use by administrative departments. A contract for renovation

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is not in session, and may exercise the powers of the Board in all matters which, in their judgment cannot be delayed until the next meeting of the Board, provided, that, as to matters which the By-laws are under the direction of any standing committee of the Board, the concurrence of the Committee shall be secured."

13. Board Minutes, October 19, 1968.

14. The board on January 24, 1969, voted to name the new library the *Clifton M. Miller Library* as an expression of their appreciation of Mr. Miller's untiring devotion and leadership as chairman of the Development Committee.

WASHINGTON COLLEGE



CAIN ATHLETIC CENTER



CLIFTON M. MILLER LIBRARY

was executed in February, 1971, and by September work had progressed sufficiently to permit the transfer of several administrative offices to their new quarters.

It was also planned that when all administrative offices were transferred to Bunting, work on the renovation of William Smith Hall would proceed. Scarcity of funds delayed this project until the summer of 1976.

### Growth of the Student Body

When Dr. Gibson assumed his duties as president, the student body contained 328 students, which was 58 fewer than the preceding year. Dr. Gibson warned the board that enrollment would probably continue to decline before it showed improvement. He pointed to the introduction of the twelfth grade in many Maryland High Schools, which would cause a delay of a least one year before students from these schools would apply for admission into colleges. He also called attention to the effect the low birth rate of the 1930s was having on enrollment prospects. In addition, Selective Service still needed young men, and this would affect enrollment. The two years following his warning bore witness to the president's predictions, when only 350 students enrolled in 1952–53. Thereafter, the numbers increased gradually, until, in 1960–61, a total of 500 were in attendance; and by 1966–67, the registrar could report 624. From that time until 1972, enrollment remained fairly constant. In 1972 the number increased to approximately 800.

### Student Activities

#### *Publications*

The increased attendance was accompanied by an increased interest in student activities, as well as an increase in the number of such activities. The *Elm* and *Pegasus* continued to be the main student publications, although challenged from time to time by new ventures. On May 11, 1951, the *Washington Elm* announced that the third edition of the *Sausage* would go on sale. This publication was sponsored by the Mount Vernon Literary Society, which selected the title used by an undergraduate magazine published by Oxford students in the 1800s. The *Sausage* was discontinued due to a lack of funds. No serious effort was made to repeat



this experience until 1962, when the *Elm* announced that the *Ginkgo* would soon make its appearance. Like its predecessor, it was sponsored by the Mount Vernon Literary Society. The name of the new publication was adopted to call attention to the ginkgo tree on the front campus. The magazine was designed to offer students an opportunity to display their literary talents. Following several difficult years, the publication was discontinued. A third effort, *Miscellany*, appeared in 1963. Unlike its predecessors, *Miscellany*, after its first year, received some financial assistance enabling it to survive for several years.

### *Athletics*

The intercollegiate athletic program continued to hold the interest of many students and alumni. Football, for many years a major element of that program, was abandoned in 1952.<sup>15</sup> Increased costs involved in the conduct of this activity were cited as the reason for its discontinuance. Baseball, basketball, track, and tennis teams continued to represent the college in intercollegiate matches. Lacrosse, which had been reintroduced immediately following the end of World War II, made spectacular progress during this period. The lacrosse teams, developed under coaches Charles B. Clark and Don Kelly, were usually among the leading squads in the nation each year, thus spreading the reputation of the college nationwide.

A new activity in intercollegiate competition at Washington College appeared at this time. Rowing, which was introduced by a club composed of enthusiasts for that sport, in a relatively short time attracted the attention and encouragement of substantial citizens. The activity became popular with a number of students, among whom were some coeds who later participated against women from other colleges.

### *Student Government*

The student government, which was abolished after the veterans returned to the campus, was revived in modified form in 1952. The Student Senate functioned reasonably well for several years and was generally acceptable to all elements on the campus. As time passed, some students complained that the senate did not represent their interests and demanded that the constitution of the student government be revised so that the senate would more nearly represent the numerous elements in the student

15. It was reported that over eighty colleges and universities had dropped football in that year.



body. As a result of the agitation, an amendment was prepared and submitted to the student body for approval. An election was held on October 14, 1962, approving the amendment. Under its terms the senate was composed of the president, vice president, secretary, treasurer, the president of the four classes, and representatives from the dormitories, a total of twenty-three members.

The movement to revise the constitution of the student government grew out of the agitation among some students for the abolition of all Greek organizations on the campus.

In February, 1963, the administration appointed a Social Life Committee to study the merits and deficiencies of social life on the campus. This committee was composed of the dean of women, the dean of men, five students, five faculty members, and representatives from the Board of Visitors and Governors. Mr. George D. Olds, a member of the board, was appointed chairman. During the next year, seven meetings were held by the committee and a final report submitted on April 22, 1964. One of its recommendations called for the board to request the national fraternities and sororities to withdraw their charters from the local chapters. The board responded by appointing a special committee to conduct a study of all phases of student life. Following several years of conferences with all segments of the college community, the committee recommended that fraternities and sororities be permitted to continue to function as social organizations on the campus. The board, in accepting the special committee's report, adopted the following resolution:

Resolved, that the Heads of all Greek letter Organizations at Washington College be advised that the Board of Visitors and Governors expect these organizations to contribute to the attainment of the stated goals of the College, including the academic and intellectual aspects of such goals, and that from time to time the Board of Visitors and Governors will review the accomplishments of these organizations in these respects.<sup>16</sup>

### *Other Activities*

Other activities included the fraternities, sororities, honor societies, forensic societies, and many other groups that prospered for a time and disappeared, only to be revived with the changing character of the student body. Several years after World War II had ended, a group of people interested in promoting community concerts organized the Chester Community Music Group. They planned to sponsor five or six

16. Board Minutes, January 22, 1966.

concerts a year in William Smith auditorium. The program for the evening of February 28, 1948, featured the Trapp Family Singers. The first in a series of eight concerts given in 1951-52 was held on October 12, 1951, in William Smith. The concerts were arranged through the cooperation of the community group and the college. Part of this arrangement provided that full-time students at the college would be entitled to attend the concerts with no charge other than a \$3 concert fee that would be included in the students' activities fee.

The concerts have been continued regularly since they were first introduced. The Millard Tawes Theatre provides comfortable seating for six hundred patrons. Recitals are presented by visiting artists, by members of the music department, and by musically talented members of the faculty at large. The college chorus, under the direction of the music department, has also provided many very fine recitals. The college orchestra, which became inactive following Dr. Livingood's retirement, was reactivated. The Washington Players continue to present productions, and, aided by the increased number of students available for the various parts, the quality of the productions has continued to improve.

### *Student Protests*

The protests that occurred in so many institutions of higher education during the sixties did not go unnoticed at Washington College. Generally speaking, however, Washington students reasonably restrained their expressions of protest so that the administration was not faced with any serious problem on that score. Students at the college seemed more concerned with campus problems, such as representation on faculty committees and on the Board of Visitors and Governors. The students experimented with a program to evaluate the members of the faculty, with a view to rating the effectiveness of each individual as an instructor. After several years, without satisfactory results, the program was discontinued. Of more importance to the students was the relaxation of regulations concerning the dormitories and the abolition of the *in loco parentis* principle, which they accused the administration of fostering. The college purported to be acting out of deep concern for the moral welfare of the students, but the students replied that they would prefer to investigate the choices open to them and to assume full responsibility for the results. They requested the opportunity to take the initiative in regulating their lives both in establishing and in enforcing standards of conduct. The women, in particular, objected to the curfew that governed entrance to the women's dormitories.

At a meeting of the Women's Residence Association in May, 1966,<sup>17</sup> it was moved that senior women be allowed to set their own hours for entering and leaving the dormitories. The purpose of this motion was not to encourage students to stay out late, but to recognize the maturity of the senior and her ability to assume responsibility for her own actions. All of these matters were finally resolved to everyone's satisfaction.

### Retirement of Dr. Gibson

Dr. Gibson had devoted his energies and talents to the service of Washington College for twenty years. He had planned to continue for an additional two years, at which time he would have attained the age of sixty-five, but his health had deteriorated to such an extent that he felt he should not continue beyond his twentieth year as president. In May, 1969, the chairman of the board, P. J. Wingate, informed his colleagues that he had received a letter from Dr. Gibson announcing his intention to retire. In his letter Dr. Gibson wrote:

The pressures of office are unrelenting, and, as you know, my health is not what it might be. Accordingly, I think it best for Washington College to seek during the next year a younger, vigorous person to assume its presidency.

I wish therefore to request the Board's permission to retire early—specifically at the end of the next fiscal year, June 30, 1970.<sup>18</sup>

The announcement of his pending retirement was received with much regret. Howard Medholdt, a member of the board, expressed the view of his colleagues when he said: "As we look back on the accomplishments of President Gibson on the campus we realize the magnitude of his accomplishments. I am sorry that we must face the prospect of losing what we have had. . . . We wish him well and pray that his health will be improved."<sup>19</sup>

Plans were prepared for a program that would convey to Dr. and Mrs. Gibson the sincere affection and deep appreciation felt for them by their many friends for the contributions they had made to the college and to the community. As they were lovers of fine music, it was agreed that a concert given in their honor would be the most appropriate expression of love their friends could show them. The young concert pianist John Browning was invited to give a recital on May 9, 1970. Invitations were

17. *Washington Elm*, May 12, 1966.

18. Board Minutes, May 31, 1969.

19. *Ibid.*





AERIAL VIEW OF THE CAMPUS

sent to close friends of the Gibsons, members of the board, the faculty, administrators, and representatives of the student body. All were requested to observe black tie dress. Approximately six hundred persons, the capacity of the auditorium, were present. Following the recital a reception for the Gibsons was held in Hynson Lounge.

The printed program for the evening carried the following tribute to President Gibson:

Daniel Zachary Gibson does not fit a category. When he became President in 1950, Washington College had behind it a long history of useful service to a small constituency. On that foundation the new President built. So extraordinary has been the development of the college under his leadership that to list figures of endowment and buildings and count noses of personnel is to slight the truth. In the course of twenty years the physical face of the college has been transformed, its plan of studies totally redesigned, its faculty strengthened, its reputation greatly enhanced. The college is richer, stronger, more alive and more awake than it has ever been before.

In these two decades in the life of the college there developed a quality, eluding definition, that comes not only from the character of the President's public leadership, but also from something personal in his convictions and style. He has led the college in new paths, but he has done so as if freedom and order are complimentary rather than opposed, as if good manners were a good thing, as if past experience had in it something that the present might listen to. Though his grace of language may be difficult to emulate, his example has been contagious in matters as private as love of good music, and love of birds. More important to us than any of the measurable accomplishments of his long administration is the fact that President Gibson leaves Washington College a more humane and civilized community.

Shortly after Dr. Gibson retired, he accepted an offer to serve as dean of Salisbury State College, a position he retained for approximately a year and a half. Thereafter the Gibsons returned to Chestertown, where they now reside.



## 1970-1974

Thomas S. Nichols was selected to chair a fourteen-person board committee to search for a successor to Dr. Gibson. During the summer and fall of 1969 the committee reviewed the qualifications of a number of prospective candidates. When the board met on January 24, 1970, Mr. Nichols reported that the Search Committee unanimously recommended Charles J. Merdinger to be the next president of Washington College. The board voted to approve the committee's recommendation.

A graduate of the Naval Academy, class of 1941, Dr. Merdinger had enjoyed thirty years of service as a navy engineer. Following a period of active service during World War II, he entered Rensselaer Polytechnic Institute, where he earned the bachelor's and master's degrees in civil engineering. He returned to active service until 1947, when he entered into competition for and was awarded a Rhodes Scholarship, spending two years at Brasenose College, Oxford University, where he earned his doctorate. Returning to the navy he conducted various civil engineering operations. Dr. Merdinger is the author of *Civil Engineering through the Ages* and has contributed to a variety of publications.

A number of the members of the student body and of the faculty, as well as a few members of the board, expressed concern over the preponderance of the new president's military experience, fearing that he would have difficulty in being accepted by a community dedicated to liberal arts and sciences.

When the board met on June 6, Dr. William Gould's resignation as dean of the college was accepted, and in September, 1970, Dr. Robert Seager II, historian and Pulitzer Prize nominee for his book *And Tyler Too*,



CHARLES J. MERDINGER, PH.D., PRESIDENT, 1970-FEBRUARY, 1973

assumed the duties of dean. During the summer and fall of 1970 Louis T. Hughes was appointed vice president for Development and Public Relations, and Ormond L. Andrew was appointed director of admissions, succeeding Theodore Parker and Harold Gray, respectively.

### Curricular Matters

The new dean, in his first report to the board in September, 1970, proposed to reform the academic calendar by introducing the five-day academic week and changing the dates for the opening and closing of the semesters. He suggested that the fall semester be brought to a close before the Christmas holidays and that the second semester be started in early February. He recommended the abolition of the orientation period for

incoming freshmen, expressing the view that today's students are much more sophisticated and are not in need of being oriented to campus life.

In evaluating the faculty, he agreed that they were qualified, but expressed the opinion that they were teacher oriented. He suggested that he would like to see a greater effort made in the direction of writing and publishing, as a gesture toward scholarship. To encourage this effort, he looked forward to the time when a three-day teaching week would be available for those engaged in research activities.

In his November report to the board, the dean expressed doubt that the four-course program, which the college had introduced ten years before, was as academically demanding as originally conceived, with the possible exception of the courses in mathematics and the sciences. The program, he said, would be reviewed when the faculty undertook its self-study for the Middle States evaluation, which was scheduled to occur within the next two years.

He proposed that a program leading to the degree of Master of Education be introduced, which, he suggested, would be attractive to secondary school teachers of the upper Eastern Shore and would contribute toward the expansion of community relations. The program would be conducted during the summer months, when the college plant was more or less idle. He stated that he had not submitted this idea to the faculty because he wished to secure board approval first.

Having received the board's approval, the dean brought the matter before the faculty in February, 1971. Following a long discussion concerning matters of procedure and content, the faculty approved the proposal for the Master of Arts program. President Merdinger appointed Professor Thomas McHugh to act as director of graduate education. The new graduate program began on June 21, 1971, and extended through July 30. During the winter session evening graduate courses were conducted.

The dean also proposed that the undergraduate program be expanded to provide a major in art to supplement the existing majors in music and drama; that the mathematics curriculum be revised to create a major (in addition to the existing mathematics majors) to be called mathematics-computer science; and that an interdepartmental minor in business administration be created to supplement and complement the major in economics.

During the spring term the faculty approved the recommendation to close the fall term before Christmas and to reconvene for the spring term on January 17. The spring term was scheduled to end on May 20 with the next college year opening in early September.

### Inauguration

Inauguration ceremonies for the installation of Dr. Charles J. Merdinger as president of Washington College were held in Cain Athletic Center on May 8, 1971, at 11 A.M. Representatives from approximately one hundred learned societies, universities, and colleges were present to honor the new president, together with the many friends and alumni of the college who gathered to participate in the events of the day.

Following the academic procession, the services were opened by the chairman of the Board of Visitors and Governors, Dr. Phillip J. Wingate. Greetings from the faculty were delivered by Dr. Nicholas Newlin, Ernest A. Howard Professor of Literature. Mr. Albert W. Wharton, class of 1941 and president of the Alumni Association, pledged the support of the alumni to the new president. The principal address for the occasion was delivered by Warren Earl Burger, chief justice of the United States Supreme Court. In the course of his remarks Justice Burger said:

The mandate of every college should be discharged in an atmosphere of untrammelled discussion and probing inquiry as is demanded in a free society under ordered liberty. The search for knowledge in such an environment takes on a personalized development in each student as a whole person. This I submit is perhaps more attainable in the setting of a small liberal arts college than in vast institutions which have been driven by sheer numbers to automating and computing their operations.<sup>1</sup>

A part of the day was also set aside for the dedication of the new Clifton M. Miller Library. The ceremony was held on the patio in front of the library. Participating in the program were J. Russell Bailey, the architect, who presented the keys to the library to President Merdinger; Dr. Wingate, who accepted a portrait of Clifton M. Miller, former chairman of the board; and Dr. Daniel Z. Gibson, retiring president of Washington College, who delivered an address of appreciation of Clifton M. Miller, who was instrumental in bringing to a successful conclusion the Heritage Program for the expansion of the college. The principal speaker for the occasion was Dr. William Shepherd Dix, librarian at the Firestone Library at Princeton University. During the course of his remarks he said: "It is a good time to be building libraries because we need them, perhaps desperately. For books and serious journals remain the principal vehicle of serious intellectual communication. Through them we can listen in on people talking to people all the way back to the Tolland Man and beyond."<sup>2</sup>

1. *Washington College Reporter* 10, no. 4 (May, 1971).

2. *Ibid.*

## Student Enrollment

Student enrollment for the academic year 1970-71 numbered 667, the largest enrollment in any one year up to that date. During the course of his remarks to the board on September 26, President Merdinger stated that he planned to institute a study to determine the number of students the college should be prepared to enroll. He stated that he was not sure whether it should be 1000, 1500, or some lesser number. He assured the board that it would be informed of the results of that study. Later in the year, he informed the board that the admissions department had been instructed to make every effort to enroll 750 to 800 students. Such enrollment would be financially advantageous, but it would also point dramatically to the need for additional student-housing accommodations, as the existing dormitory facilities could accommodate only 643 students.

Due to the extended efforts of the admissions office, full-time enrollment for the academic year 1971-72 rose to 759. This required that arrangements be made to house the large incoming class temporarily. Two houses, which were occupied by the admissions and student affairs offices and the infirmary, were converted to student rooms. In Richmond House, previously used as an apartment house for the faculty, students were assigned rooms on the second floor, while the first floor was reserved for offices for the creative writing program. The most severe crowding occurred in the men's dormitories, where study and recreation lounges were turned into student rooms.

During the course of the board meeting on September 25, 1971, President Merdinger called attention to the shortage of beds due to the increased enrollment. Mr. Nuttle, chairman of the Buildings and Grounds Committee, suggested that the board authorize his committee to employ an architect for the purpose of preparing plans for a building to accommodate 100 students, and to recognize that it might be necessary to call the Executive Committee into session before the next meeting of the board to take action on proposed plans in order to expedite construction. The board approved the suggestion.

The crowded conditions under which the students were obliged to live led to criticism of the administration. Charges were made that the expansion of enrollment was proceeding too rapidly and that Dr. Merdinger was planning to expand the student population to 1,000 or more. If this were so, students expressed the fear that entrance requirements would be lowered to the detriment of the academic program.



The Executive Committee of the board met on November 6, 1971, at which time the Buildings and Grounds Committee was authorized to engage the architectural firm of Vosbeck, Kendrick, and Redinger for the planning and construction of housing facilities to house ninety-six students. To allay the fears of the students with reference to a sudden expansion of the student population, the Executive Committee affirmed that the college did not intend to expand beyond the goal established under the Heritage Program in 1962 until further study was made by all segments of the college community. Judge Rasin, chairman of the Executive Committee, went on to say that no such study was presently anticipated. The following March, the Buildings and Grounds Committee accepted a bid for the construction of three new buildings. The contract was signed March 9, 1972, with ground-breaking ceremonies following immediately thereafter. The buildings were to be named Dorchester, Cecil, and Talbot houses, in keeping with a suggestion made by the late Dr. Gilbert W. Mead, who had looked forward to the day when there would be a building on the campus named for each county on the Eastern Shore.

President Merdinger informed the board that students had asked him if the board would consider permitting men and women to occupy the same new buildings. Mr. Nuttle reminded the board that the new structures were not designed like the usual dormitories on college campuses, but provided apartments that could accommodate students or faculty members of either sex. He moved that the administration be authorized to rent the apartments at their discretion. The buildings were ready for occupancy when the students returned following the Christmas vacation.

## Extracurricular Activities

### *Publications*

The *Elm* and *Pegasus* continued to be recognized as the chief student publications. In the fall of 1970, a Writers' Union was formed under the leadership of Professor Robert Day. Its purpose was to give students an opportunity to develop their skill as writers. The union published the *Broadside*, which became a vehicle for the aspiring poet to display his or her talent in print. Approximately twelve issues of the *Broadside* are issued each year. In 1971, the Writers' Union was authorized to occupy Richmond House, which then became the center for its activities.

The *Washington Review* appeared in 1971, when there was considerable

discontent among the faculty and students with administrative policies. Articles were published dealing with various aspects of the dispute. The *Review* was published during the academic year 1971-72 and a portion of 1972-73.

The literary societies, which for so many years had occupied a very important place in the field of extracurricular activities, had by this time practically disappeared. The drama department, which was producing approximately six plays each year, appealed to those students who were interested in the theater. For students interested in music, the college choir was available. It presented concerts during the year to which students and the general public were invited. In the spring of 1972, the choir and chorale gave eight concerts on a tour of New England and Montreal, Canada.

The William James Forum and the Writer's Union invite prominent speakers from time to time to address the students on subjects of current interest.

### *Miscellaneous*

The students had for some time expressed a desire for a student-run coffee house, which would be open when the snack bar was closed. The Student Government Association requested the administration to grant them the authority to operate a coffee house, giving assurances that they would assume full responsibility for the venture. Receiving permission, the students proceeded to make extensive renovations in the student activities area in Hodson Hall. The renovated area included a lounge with new furniture, a room with a pool table, and the coffee house. Partitions were erected to separate the mailroom and the corridor from the lounge. The new coffee house is under the direction of a Student Union Board composed of two seniors, two juniors, and the social chairman of the Student Government Association. Sandwiches and miscellaneous snacks, beer, and soft drinks are served, and at times entertainment is provided.

The president also received a communication from the president of the Men's Residence Association requesting the adoption of an open-door policy with reference to visiting hours in the dormitories. The request proposed that visiting hours be extended from noon on Friday to midnight on Saturday. The letter implied that the twenty-four-hour visitation privilege would be a recognition of student maturity. Students should be entitled to as much personal control over their own activities as possible, so long as the rights of others are not violated. A six-week trial period was

proposed. When the matter was brought before the board in January, the opinion was expressed that the regulation of intervisitation between dormitories would be best attained through student initiative, and the board accepted the president's recommendation that the privilege be granted.

### *Athletics*

Intercollegiate athletics continued to constitute an important part of the extracurricular activities. Despite the relatively small male enrollment, the college continued to field teams in the major sports. In 1971 the soccer team, under Coach Edward L. Athey, enjoyed a relatively successful season, winning nine games, tying one, and losing two. The team won the Middle Atlantic States Athletic Conference championship and was a contender for the championship of the Mason-Dixon Conference.

The lacrosse team also enjoyed a successful season, although it failed to win the championship of the College Division of the USILA, losing a close decision to Hobart College in the final game by a score of 13 to 12. In other sports, such as basketball, baseball, track, wrestling, and tennis, the college teams enjoyed only moderate successes.

### *The Truslow Boathouse*

The Washington College Crew Club first appeared as a campus organization in 1967. It was organized as a private club, but interest in the crew increased rapidly among the students and some prominent people in the community. As shells and other equipment were acquired, the problem of storage facilities confronted the club. John Truslow, owner and operator of John Truslow Farms, Inc., which was engaged in the scientific breeding of chickens, offered the club one of his buildings, which he suggested be moved to a site on the college property on Water Street. Mr. Nuttle later informed the board that an engineer had been engaged to prepare estimates of cost for moving the Truslow building to the proposed location on Water Street. Preliminary estimates for the construction of bulkheading, pilings, and moving the building amounted to \$20,000. To meet this cost, Mr. Nuttle reported that \$18,000 had been contributed by friends who were interested in the Crew Club. In view of this development, he moved that the project be approved by the board when sufficient funds were available. Several months later, it was reported that the project was funded for \$25,000, but cost estimates had been revised upward to \$30,000. Mr. Nuttle moved that the board approve the figure of \$30,000.

The proposed site for the boathouse was a section of the riverfront contiguous to the garden facing the Hynson-Ringgold House. Since this location was within town limits, it was necessary to secure the approval of the Chestertown Zoning Board of Appeals and the Maryland Department of Natural Resources. In May, 1971, the Board of Appeals, after placing many restrictions on the architecture of the building, approved its construction. The project was opposed by several historic-minded citizens who objected to the erection of a boathouse in the historic district of Chestertown. They threatened to take the matter to the courts in order to secure a ruling on the action of the Zoning Board of Appeals.

To avoid unpleasantness, the college purchased a small tract of riverfront land from Mr. Gerald Myers. Because the footage of this site on the river was not quite enough to meet the needs of the crew, negotiations were entered into with the Kerr-McGee Corporation to exchange portions of lots contiguous to one another. By September, Mr. Nuttle could report that negotiations with Kerr-McGee had been successful and that work on the boathouse would soon proceed.

The lot obtained from Kerr-McGee included a building containing 5,000 square feet, which was large enough to meet the needs of the club. The estimated cost to acquire the land and building was \$33,000. As approximately \$25,000 was on hand, Mr. Nuttle requested the board to appropriate the additional \$8,000. The request was approved. On motion of Mr. Ferdinand LaMotte, the structure was named the John Truslow Boathouse in honor of Mr. Truslow, who had enthusiastically supported the Crew Club since its beginning. The boathouse was dedicated on March 25, 1972.

### Campus Unrest

Late in the summer of 1971, the director of Public Relations was informed that his services were no longer required. Prior to this, several other individuals had been advised that their contracts would not be renewed. To the students and many of the faculty, this latest action was another indication of the president's lack of concern for those under his direction. A protest meeting was called; it was attended by approximately three hundred students and many of the faculty, local alumni, and townspeople. Following talks by several speakers, it was agreed to appoint a committee to prepare a resolution calling upon the Board of Visitors and Governors to conduct an on-campus investigation of campus affairs. When the resolution was prepared, it was presented to the students and faculty for approval. Approximately six hundred signatures were affixed

to the letter of transmittal. The resolution requested that the Faculty and Curriculum Committee of the board "be authorized to conduct an on-campus investigation of the current situation in sufficient time to report their findings . . . by the next Board meeting." When the board met in November, after discussing the resolution, it appointed an ad hoc committee to conduct personal interviews with faculty, administrative, and student members of the college community.

The ad hoc committee conducted four full days of hearings, at which all elements of the college community were given the opportunity to express their views regarding the current difficulties. The report expressed the findings of the committee, with an evaluation of each segment of the college.

Concerning the board itself, the committee declared that the board was not sufficiently informed about campus matters and that it should undertake a self-study to help improve its effectiveness and efficiency.

Concerning the charges made by the faculty, the committee reported that while the president had been accused of being arrogant and unresponsive, "some of his accusers have been equally so." Many faculty charges were submitted, presumably supported by examples as proof of administrative errors of judgment, which the committee did not consider particularly persuasive.

The students who appeared before the committee were impressive because of the care and concern with which they presented their grievances. Their chief concern was the rate of college expansion they understood was to take place. They preferred to see more planning by the board before further expansion continued. As to the president, they felt that he was aloof, and, while he was accessible and attentive, he gave the impression that he was neither hearing nor listening to them, and that he did not respond to ideas that were suggested.

The committee stated that there were those who considered the president to be a scholar and those who looked upon him as too militarily oriented to serve as a president of a small liberal arts college such as Washington. The committee acknowledged that there was evidence that seemed to support this view. While the committee did not accuse the president of being arrogant, they did feel that there were indications that in subtle ways he had dealt with his constituency as an officer deals with subordinates.

The report recommended that Dr. Merdinger continue as president of Washington College; that Dean Seager, following appropriate consultation and study, propose recommendations concerning the reorganization of



departments looking to possible consolidation of what appeared to be too many units; that an Advisory Committee be appointed to assist the president and the administration in making decisions associated with campus opinion and to insure adequate communication between all elements of the college community; and, finally, that evaluation by the Middle States Association be postponed until 1972-73.

The board received the report of the Committee on January 29, 1972, and approved each recommendation, item by item. It was agreed that the report should be released to the press as submitted to the board and that a letter should be forwarded to parents and alumni accompanied by a copy of the committee's report.

Commenting on the report, the editor of the *Elm* expressed the view that it presented a logical, satisfactory program for the resolution of the conflicts in question.

When the board met in March, the Advisory Committee presented its Revised Report of the Duties and Structure of the Advisory Committee, which was designed as a guide to the members of the committee in the performance of their duties. Section one of the report stated that the committee established by the board, while not necessarily permanent, would continue to serve as long as the board considered it to be useful. Section two provided that the committee be composed of two members of the board, three members of the faculty, two students, with the dean and the business manager as ex officio members. The committee was to advise the president and the administration on matters affecting the welfare of the college, and to facilitate communication and understanding between the board, alumni, and the community.

### The Dean Resigns

In a report to the board dated March 13, 1972, Dean Seager wrote that the atmosphere on campus at the time was so bitter that any attempt to reorganize the academic departments would only cause further misunderstanding, and he suggested that such reorganization be postponed. At the same time, he advised the board of his resignation as dean, effective July 30.

With this announcement, the faculty appointed a Search Committee to review the qualifications of prospective candidates to fill the dean's office. After reviewing the qualifications of a number of candidates, the committee was unable to agree upon the applicants to be interviewed. The

president therefore advised the committee to submit the names of three members of the faculty, any one of whom would be acceptable to the faculty to serve as acting dean. When the board met on May 20, President Merdinger announced the appointment of Dr. Joseph H. McLain, chairman of the Department of Chemistry, as the acting dean of the college.

### President Merdinger Resigns

With the opening of the 1972-73 academic year, prospects for a successful year appeared to be bright. Undergraduate enrollment reached a high of 758, and the graduate school, which opened the following week, was reasonably well attended. By the time the board met in November, a team from the Middle States Evaluating Committee had visited the campus and conducted its preliminary review of the college program. Each member of the visiting team had presented an oral report of his findings. The president assured the board that the reports were generally favorable, but that the final report was not to be expected for several months. However, he advised the board that he had received encouraging assurances from the visiting team.

Before the board adjourned on November 18, 1972, President Merdinger announced that he would not stand for reelection as president when his term expired in June, 1973. He was making the announcement at this time, he said, in order to enable the board to begin its search for a successor as soon as possible.

Less than two weeks later, Mr. Elias Nuttle, who had succeeded P. J. Wingate as chairman of the board, announced that Dr. Merdinger had requested that February 1, 1973, be the established termination date of his incumbency, in order to permit him to accept a position with the Aspen Institute. The request was placed before the Executive Committee of the board on November 29. The Executive Committee approved the request and proceeded to consider what steps should be taken to replace Dr. Merdinger for the interim period. It was decided that a special meeting of the entire board be called by the chairman at his discretion, each member to be notified by wire of the date of the proposed meeting with a letter following to explain the purpose of the meeting. When the board met on December 9, Dr. Joseph H. McLain was selected to act as interim president of the College.

The board authorized the chairman to appoint a committee to prepare guidelines for the selection committee in its search for a new president.



JOSEPH H. McLAIN, PH.D., PRESIDENT, 1973-

The committee selected was composed of five members of the board, one faculty member and one student; it was instructed to be prepared to submit a report when the board met on January 31, 1973. Following the report of the Committee on Guidelines, the chairman of the board announced the composition of the Presidential Search Committee consisting of six board members, five faculty members, five students, one administrative officer, and three alumni selected by the chairman from a list recommended by the Alumni Council.

At that time, January 31, 1973, Dr. McLain reported that the search for a dean was in progress and that three prospective candidates had been invited to visit the campus during the month of February. In the meantime he recommended Dr. Nathan Smith, chairman of the Department of History, to assume the duties of acting dean.

### **McLain Elected President**

On the morning of December 1, 1973, the Board of Visitors and Governors assembled for their regular quarterly meeting. The Presidential

Search Committee was meeting at the same time for the purpose of deciding upon the candidate to be presented to the board for its consideration. Upon the conclusion of the morning session, following luncheon, the entire board assembled to hear the report of the search committee. Its chairman, Mr. Roy, reported that, having screened the vitae of many candidates for the position, the committee finally agreed upon five whom they considered well suited to serve as president of Washington College. A second screening was held at a later date when two of the five were eliminated. An interview was then scheduled with the three remaining candidates to meet for a second time with the various groups in the college family. Following this second visit, one of the candidates withdrew his name, leaving only two candidates to be considered. Chairman Roy informed the board that the committee decided to rank the two remaining candidates as choices one and two, and, since the board had had the opportunity to meet and evaluate each of the candidates, to permit each member of the board to vote for the candidate of his choice. Following extended discussion concerning the merits of each candidate, Dr. Joseph H. McLain was unanimously elected president of Washington College. He was the first Washington College graduate to be elected president of the College.

Dr. McLain prevailed upon Dr. Smith to continue as acting dean of the College, since the faculty committee charged with the duty of selecting a candidate for the dean's office had not as yet made a recommendation. During the first year of McLain's administration the campus was under less tension than it had been during the preceding two years. Inauguration ceremonies for Dr. McLain were held on February 23, 1974, on the occasion of the George Washington Birthday Convocation.





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